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ABSTRACT

A national conference attended by representatives from 35 States and the District of Columbia generated the following proceedings: (1) Three major addresses focusing on two urgent needs: Upgrading the image of modern vocational education in the eyes of the black community and raising the priority of vocational education in the educational hierarchy, (2) two panel presentations, "The Role of Historically Black Colleges/Universities in Increasing the Participation of Black Americans in Vocational Education," and "The Image of Vocational Education: Some Reflections and Perspectives from Students, Parents, Educators, and the Business Community," (3) summaries of five workshops covering recruitment of Black Americans in vocational education, employment barriers, guidance and counseling, involving black leadership in vocational education, and new vocational education legislation, (4) a short special presentation on the State of Missouri's efforts to recruit Black Americans for positions in their State Department of Elementary and Secondary Education, (5) a special research report with an indepth look at postschool outcomes for blacks and whites in vocational programs, (6) conference recommendations and resolutions, evaluations, and analyses of results, and (7) an appendix containing conference publicity and names and addresses of conference participants. (BL)

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NATIONAL CONFERENCE ON INCREASING THE PARTICIPATION OF BLACK AMERICANS IN VOCATIONAL EDUCATION

Proceedings of a National Conference

March 13-16, 1977
VPI&SU
Blacksburg, Virginia

Edited By:

N. Alan Sheppard

and

Frances Sherrard

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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N. Alan Sheppard
Conference Director

CONFERENCE OVERVIEW

CONFERENCE OVERVIEW*

N. Alan Sheppard
Conference Director

The real inspiration for this conference came years ago. We wish it were possible for us to get the credit--but we can't. We simply took advantage of an opportunity through a U.S. Office of Education grant (EPDA 553) that provided the needed impetus culminating here today. As an example, in a letter written to the then Executive Secretary of AVA, Dr. L. H. Dennis, On January 19, 1944, Dr. B. A. Turner said, quoting directly the last portion of Dr. Turner's letter with his permission: ". . .the few Negro delegates who were attending the 1943 AVA Convention had a special meeting to discuss certain problems in vocational education peculiar to their own race group. Among suggestions made were:

First: A special effort should be made to see that Negroes become better informed about vocational education.

Second: To encourage eligible persons to become members of organizations that are affiliated with the AVA.

Third: In the near future, give life memberships to a few Negroes in vocational education.

Fourth: To ask the AVA President and the executive secretary to have someone at the convention in 1944 speak briefly on some phase of vocational education and the Negro.

I shall appreciate your informing me what probability there is of suggestion number four being carried out at the 1944 convention.

I wish to add further that our purpose is not at all to produce information that may antagonize people on race issues. We feel it is necessary from a purely professional angle on the basis of problems

---

*Comments made to conference participants, March 13, 1977, at the Donaldson Brown Continuing Education Center.

in vocational education.

Very truly yours,

B. A. Turner
Supervisor of Instruction

A portion of a letter written in 1944 by B. A. Turner, an outstanding vocational educator and black American, who is now Coordinator of the Minority Manpower Resources Project at Texas Southern University. His dream and my dream are one, that is, we both want to see black people become more active participants and leaders in vocational education; thusly, something must happen--some catalytic agent(s) must cause this to occur. Hopefully, the conference will bring about direction for this concern.

Vocational education has, since the days of Booker T. Washington and W.E.B. DuBois, been in a long-standing controversy that has had great impact on the black community. For years many black leaders, within and outside the vocational education structure, have expressed the need for an opportunity whereby a discussion of critical issues and strategies on greater black involvement at all levels of vocational education could occur. We're very pleased that through a USOE supported grant that we have made such an opportunity possible. This marks the first time, on a national level, that there is the opportunity to share in the identification and documentation of concerns idiosyncratic to black people in vocational and technical education; thus March 13-16, 1977, is indeed an historical occasion in the annals of vocational education and black Americans.

The conference in which you're involved is the major feature of an 11-month project, called Project BIVE (Black Involvement in Vocational Education) with a part-time staff of five. Other features of project BIVE include a nationwide examination of black participation in vocational teacher education institutions and state departments of education; an annotated resource guide on recruitment of black Americans in vocational education; and the development of recruitment media and models for increased black participation in vocational education. The unique aspect of the twelve-month project is, of course, this conference.

This conference is guided by the following objectives:

1. To provide a forum for discussing critical issues affecting the involvement and participation of black Americans in vocational education.

2. To present and discuss information on the current status of black involvement in vocational education.

3. To develop and propose strategies for maximum participation of blacks as professional personnel and as students in vocational programs.

4. To formulate a follow-up strategy and affirmative steps for initiating plans of action for increasing greater participation of black Americans in vocational education.

We see this conference as an idea whose time has come. Not just another conference--not to be forgotten three days after it is over. We're not so naive to think that the problems which have impinged upon black people's participation in vocational education (in particular) and the broader educational system (in general) will be eradicated in two or three days. No, that will not happen. The system simply doesn't work that way. But we do feel that sound and workable strategies can be proposed that will eliminate the cosmetic involvement and bring about real meaningful participation on the part of black Americans at all levels in vocational education.

There is an old saying that, "A cat which has been burned with hot milk will blow at cottage cheese." This is still the position of some minorities including blacks with vocational education. Certainly, we in the black community have been burned by hot milk, not only through vocational education but the whole of the educational system--thus the conference can allow those who wish to do it the opportunity to blow on the cottage cheese--vocational education. Especially if it still seems indigestible. My personal observation is that the problem is how to get larger intakes for digestion rather than it being a question of digestability. Any black person following that line of thinking falls right into the trap of those who would conspire to keep blacks, other minorities and poor whites as marginal people. This is not to suggest that all black Americans should be headed toward vocational education. Such a suggestion would be ridiculous. Vocational education should simply be regarded as another career alternative--another option.

The framework for the conference program was designed by the project BIVE staff; however, the essential content of the program was through the effort of a national planning committee which convened for two days on October 1-2, 1976, in Atlanta, Georgia, and identified over 50 critical issues affecting the participation of black Americans in vocational education. After careful screening and analyzing duplications, proliferations and ambiguities, six issues emerged which correspond with the six concurrent workshops listed in the conference program. In addition, there are five general sessions which include panel discussions, keynoters, and special presentations. The function here is to increase your awareness and knowledge of the issues impacting black involvement in vocational

education. We want involvement on your part and an exchange of ideas between you and our resource persons. We also seek maximum social and interpersonal contact during the conference and trust such will happen as a result of the receptions, coffee breaks, luncheons and such similar occasions.

We appreciate your commitment and enthusiastic support for this conference. Thank you for coming.

MONDAY OPENING SESSION--WELCOMES

The Conference was opened by N. Alan Sheppard, Conference Director. The attendees were welcomed to the Conference by The Honorable John N. Dalton, Lieutenant Governor, Commonwealth of Virginia; Mr. Rayford Harris of Virginia State College on behalf of President Thomas Law; Dr. Alfred Krebs, Vice-President for Administration at VPI&SU on behalf of President William Lavery; Dr. Carl McDaniels on behalf of Dr. Karl Hereford, Dean, College of Education at VPI&SU; and, finally, Dr. Dan Vogler, Director, Division of Vocational and Technical Education, VPI&SU. As a representation of welcome remarks, the remarks of the Honorable John N. Dalton, Lieutenant Governor of Virginia, are as follows.

"We are here today because this country needs more black technicians, more black surveyors, more black refrigeration specialists, draftsmen. . . in short, more blacks taking advantage of the tremendous opportunities in the market for highly skilled labor.

I might add that we also need more black doctors, lawyers and teachers. But our focus today is on the skills training available to the vast majority of young people who do not enter the professions.

This is the kind of training which will suit young people for good jobs helping to keep the wheels turning in our complex industrial society.

You have a major selling job to do in persuading more black young people to take advantage of vocational education. Unfortunately, vocational training was used in the past as a way to direct black youngsters away from postsecondary opportunities and into low-paying jobs. This is simply no longer the case, and we have to get that message out. Guidance

counselors in the high schools can help, but we will also have to change the attitude of the community to some extent.

The message should be that occupational education can lead to well-paying, long-term jobs and the kind of financial security that will help the family and the entire community.

I applaud the efforts of those who organized this conference and those in attendance today. This conference will help draw attention to the opportunities awaiting our young people through occupational education.

I am delighted that you came to Virginia. We have made tremendous progress in Virginia in making vocational training available to the people. We have 23 community colleges on 31 campuses. Every citizen of Virginia is within commuting distance of a community college, and these institutions offer courses in employable skills. Many of our school divisions have built new facilities specifically for vocational training at the secondary level, and the education law of our state guarantees that this progress will continue.

We in Virginia and I suspect in other states as well have a continuing responsibility to eliminate vestiges of discrimination from every field of employment so blacks with vocational education will have a fair opportunity to put their skills to work.

On behalf of the Commonwealth and the people of Virginia, I welcome you to our state and to one of our finest institutions of higher education. . . and I wish you the best of success in this very important endeavor."

MAJOR ADDRESSES

INCREASING THE PARTICIPATION OF BLACK AMERICANS IN VOCATIONAL EDUCATION

Elizabeth D. Koontz
Assistant State Superintendent
for Teacher Education
North Carolina State Department of Public Instruction

Ladies and Gentlemen, we are assembled here to discuss a timely issue, and perhaps to determine some courses of action. It is a privilege to be a part of it, but only if there is a serious genuine desire to increase the participation of blacks in vocations. I ask you to take a moment and ask yourself if you're prepared to go all the way. There is too much to be done, too short a time to do it for me to play games or to be used in game playing.

I shall speak frankly and honestly for this Conference must begin with honesty, openness and truth if progress is to be made and solutions are to be found.

1. The term "vocational" for many blacks must be redefined.
2. There must be action taken by federal, state and local government to enforce laws against discrimination on the basis of race and sex.
3. Blacks must not only be visible in decision-making jobs and positions but they must have the authority and power of the position or job.
4. Blacks too must be allowed failures and stupidity without having all blacks categorized on the basis of what happened--the generalization.
5. A general public relations/propaganda campaign must be waged to remove the stigma associated with such work.

6. Those who train must have a knowledge and understanding of black culture--its background, the influences upon it, the trace effects.
7. Black females must be given equal attention and concern for they have not gained access even to the traditional jobs.
8. The process cannot be completed by simple short-term propositions.

Let's examine these "musts":

Vocations must be redefined. Let us not assume that because a few blacks, by comparison, have entered the vocational field, succeeded and enjoyed the benefits that this means "all is right with the world." Ask where they are, what work they are doing and when did they enter? Ask who was supporting and encouraging them? Ask how many left the field for other training.

Black people in days of slavery were skilled workers: they were blacksmiths, silversmiths, stone masons, ship builders, caulkers, iron-workers, artisans and craftsmen of various kinds, lumberjacks, fishermen as well as farmers, tool repairers, cowboys and potters. But they were also laundresses, cooks, butlers, chambermaids, personal maids, waitresses, bartenders, dishwashers, child nurses, gardeners, handymen and servants of all kinds. They were not paid for their work--they had no choice. They were cared for, but they had no choice. They had status assigned by their work, but they had no choice.

Then came the Civil War and emancipation. A few were able to ply their trade as hired hands. Some set up their own businesses. Schools were eventually started by missionaries and white church groups. Colleges followed. They had in common a curriculum that included

domestic science, industrial arts and a seminary. Tuskeegee and Hampton Institute, among the first, stand even today as outstanding trade schools but much advanced. Public institutions for blacks were compelled to emphasize vocations--agricultural and mechanical or technical institutes. Commendable, you say. Not if you examine the classifications--all designed to train laborers to perform the services as low paid workers not owners and managers. Even when they "graduated" up to training farm and home demonstration agents, the purpose was to train blacks for the jobs needed by owners of plantations and big houses.

Yes, there was some progress but segregation laws in the south kept things very much as they had always been--always the lowest paid while making others rich. Educational opportunity for academic training and skills was limited and competence was achieved by OJT. Their own systems were developed to cope with management responsibilities they were assigned.

When schools were improved by northern philanthropists like Rosenwall, Carnegie, and Rockefeller and southern governors like Aycock of North Carolina intervened, when church-related black colleges struggled to be born and to survive, the tide began to turn. New opportunities opened although they were possible only among blacks. Meantime the migration to the north by southern blacks was taking place. Domestics left their $2.50 a week jobs for better pay as domestics in the north. Unskilled males left for any jobs available, better paying or any paying jobs. College trained teachers blocked out of work in schools or in other related work went north and took jobs as porters, bellhops, waiters, hotel workers, yardmen, janitors, butlers, chauffers, construction workers in unskilled, back-breaking jobs digging ditches, hauling mortar, shovelling dirt, hauling garbage.

With this kind of history, blacks wanted a better shot at life. Can you understand why "pulling yourself up by the bootstraps," "being willing to start at the bottom and climb up," "have faith that you'll do a good job, you'll move up" hold no ray of light for thousands of blacks. Can you understand how difficult it is to convince black youngsters that they will advance by working hard at, studying for a kind of job when they see discrimination still holding their relatives and other blacks in the lowest paying jobs or out of other opportunities even when they have the skills. Can you empathize with the person who has been in three and four training programs and is still last hired and first fired? Or in union towns--kept out because it's a maily affair? Or unable to start a business because loans are not given? No experience, no collateral? No Godfather?

I agree that things have changed a lot. But the images, the bad experiences, the syndrome are still there. They are not convinced enough that the Philadelphia Plan will be allowed to work. They can't afford the disappointment and failure. They're afraid to hope, to try. They need support systems, psychological support systems working for them. They need evidence and proof that it won't be "bootstrap" mentality behind the enforcement agencies and other regulations. They need to see that their family taxes are not used to subsidize discrimination against themselves in employment.

They need to see our well-trained blacks hired by industry and business and government, in management/administrative and foreman jobs in government-run institutions, stallations. Count them. Where are the blacks, in what jobs? How many? How many are in jobs or positions of authority and power? Tell me how many control hiring and buying policies? How many are in procurement? In charge of determining vendors? In

administrative personnel positions with power? Or in skilled trades? Even waiters in large hotels, government-civil service foreman jobs? How many are top cats on state road construction gangs with private firms, in government contracted jobs? Head nurses or dietitians in federal and state hospitals? Dietitians or even head cooks, head housekeepers or maintenance personnel. They aren't. Electricians? Plumbers? Draftsmen?

They must also be allowed to fail and to make stupid mistakes as are others without being used as an example of what all blacks will do--the reason for not giving any others a change--"class action" against all blacks based on actions of one or a few; an excuse to practice discrimination--perpetuate bias--supported by fears of what other workers or clients <u>might</u> way or do. Carrots must be offered to provide blacks entree, perhaps but monitoring is a <u>must</u> to prevent the eating the carrot and leaving the strings or leaves. The stick has been used to achieve results for non-minorities when the desire was strong enough. Then the desire must be strong enough and <u>used</u> if we are to cinvince blacks that there is an even chance.

It will take a good public relations/propaganda effort, if you will, to remove the stigma associated with certain jobs as being "black folks jobs." This will be rough because the evidence is available that when the jobs are held by large percentage of blacks, they have either been vacated by whites who found newer and better openings or the status of the jobs has been lowered. Example: when waiters were black, their wages were low. When wages were raised, blacks were squeezed out. Black barbers in the south cut all men's hair. They were gradually squeezed out of their shops

downtown and their white trade was lost when barbering schools for whites sprang up and chairs were denied blacks. Even with GI Bill following WWII and blacks being trained as barbers, the trade is black in black districts and leases are hard to come by in the new downtown or shopping centers, airports, hotels. Loans and sponsors are linked to the "old boy network."

Up to this time, I have spoken of the prohibitive factors and now I must speak of the realities of culture--the residual of the past and the trace effects. Hopelessness, despair, defeatism: low esteem, fear of disappointment and loss of status among friends, family, neighbors. I must speak of the attitude and facade of not caring, the career preference for easy money from the tough, dangerous street life; and the peer pressure causing an inability to admit the desire to be serious about training and education--two to four years below age/grade level.

Those who would teach, counsel, inspire or encourage must understand their ambivalence the negativism, the pressure, the need, the fear of failure and/or success; there must be new strategies based on the realities of the psychological, as well as economic and social. Now what can be done.

The system, the society, the decision-makers must recognize the opportunity represented in attention to the black female not only because of the law but because we need the talent she has and can develop. There is a need for the services she has always rendered but she will no longer tolerate the conditions of master/servant relationships and low pay. But there is no training ground for her or black males' capabilities. More than 1.6 million women are in household employment, millions of

others in unskilled service jobs and yet there is no training made available from the level most of such workers need. There has been a retincence, and indeed, almost a fear on the part of manpower program decision-makers to finance the training. I know personally of a successful effort in this regard. Seven projects were funded under R & D grants and one in Philadelphia, under Ms. Uvelia Bowen, was designed to show what training could do for unskilled, low paid, poorly trained household employees even over 45. Twelve weeks of training, counseling, image building changed the lives, performance and income of those women trained. The master/servant relationship was removed; dignity and pride replaced all the symbols of defeat and despair. The ripple effect was evident. This woman, Ms. Bowen, put her own money into the project to keep the training going, but she could not provide the stipends needed. She proved that she could train young high school girls to be competent, dependable babysitters, and those doing maids work in hotels and motels, to be thorough with an economy of energy and time while earning wages and tips commensurate with the service. She could not get another grant or a small business loan to secure a larger training site and keep her staff together. She has proved that women on welfare and men out of work can be trained to perform well the very kinds of services needed in the care of the elderly, children, by those requiring personal services in public accommodations, by family members far away from parents or older relatives.

What can be done? We can stop running scared and dare to think and say aloud that the reluctance by blacks to participate in vocations can be overcome and their numbers can be increased <u>if</u>:

<u>If</u> we accept responsibility for opening the system fully

<u>If</u> we are willing to support plans like Ms. Bowen's that can get at

the real world of blacks and their personal problems which R&D grantors will not hear

If affirmative action regulations are enforced and monitored

If the support systems are put in play along with training--counseling, child care, "hand holders" who keep in personal touch

If the carrots extended are held out to employers long enough for the new trainees to gain experience and confidence and employers are held to their promises

If the propaganda peddlers via media put their energies on developing the blueprints for mobility up from beginning level jobs and training with funds to support the movement

If plans include more than short-term training by continued incentives and jobs

If we place qualified blacks in decision-making jobs involving recruitment, hiring and training

If we devise joint plans among educators at all levels, business/industry/labor, elected officials toward defined long range goals

If a national commitment can be made (such as was made in the space effort to put a man on the moon) to train and provide jobs for all able bodied, mentally competent persons for meaningful jobs

If such a national commitment extends to the schools, then curriculum will be modified to include a wholesome approach and awareness of jobs necessary to maintaining life, health comfort and happiness and these will include those providing goods and services. The p.r. effort will produce a positive climate for such understanding, awareness and acceptance. They will offer opportunity for management for these kinds of services and goods production as well as live jobs.

If we adopt policies based on the assumption that the process is long range and not of temporary duration.

If we can seriously make these steps, then we are ready to talk about attracting all kinds of black youth at an early age to vocational education that appeals to their interests and that is related to their aptitude. We will put no ceiling on their potential and no limitations on their ability by tracking. We will provide tutoring and counseling in such a way as to preserve their pride and foster growth of self-esteem and confidence.

We will make an honest attempt to convince those who are not black that it is in the best interest of all people to pen the system to the excluded so the included can be free.

It will take time to change attitudes, but our charge must be to change behavior.

If we want to increase participation of blacks in vocations, then let's publicize what they are and where one can start--rock bottom--where one can go--to many points along a continuum--and what it takes to get there, what help there is to assist a black youth or person (including females in all) how managing is related to knowing the jobs below that level; how groups/individuals remove barriers and evidence of the enforcement of the rules, regulations and laws.

Finally, let's not forget that role models have a compelling influence on even the toughest kinds, not only the athletes, but the successful men and women who were average americans and those who were the push outs, the discards, the excluded, the defeated, the afraid, and the forgotten people.

But let's not assume that all black youth are defeated, discarded. Some are highly motivated, creative, interested young people. They have in common their facial identity. They too know that they will be blocked unless efforts are made to remove the barriers of racism and sexism.

They will not learn; they will not be motivated; they will not be encouraged by teachers who themselves look down on vocational education out of ignorance or the desire to forget their own beginnings. Holding to the need to be better than someone else, even teachers may not know how their personal bias/prejudice serves to limit opportunities for black children or creeps into expectations.

Without monitoring by the appropriate authorities, they are allowed, along with counselors, administrators, coordinators and directors to make a farce of the law, of tax dollars, paid by all of the people are distributed in such a way as to screen out blacks.

Think. Look. How many are in decision-making jobs? How many are at the state universitites in graduate or undergraduate programs? State departments? Who's on top? Why? What has been done to change it? Who speaks out among the non-minorities in power? Why is the burden left on blacks, the excluded? Knowing that reverse discrimination charges will come, "encourage black participation"? Increase this participation? Then more commitment by whites precedes anything else. The question remains, Who is willing to take the first step? Now? It must be now. It is long overdue.

BLACKS AND VOCATIONAL EDUCATION IN AN URBAN SETTING

Benjamin Whitten
Executive Director of Vocational Education
The Baltimore City School System

Cities house one of America's most valuable resources--people. The interaction of people throughout history touched off explosions of ideas that have thrust forward the development of mankind. Eric Hoffer points out, "Not a single human achievement was conceived and realized in the bracing atmosphere of steppes, forests or mountain tops." Everything was conceived and realized in the cities. Cities first arose to accomodate businessmen and trades people and to facillitate the distribution of goods. Soon they became centers for the arts and for education and family life.

Cities are an integral part of the American experience and heritage. Today's cities, although often tarnished by a myriad of urban blights, remain centers of the culture, economy and education of the American people. America needs her big cities; yet the mention of big cities to anyone today brings to mind only problems of high unemployment, increasing crime rates, diminishing tax bases, the flight of affluent whites (and blacks) and the increasing numbers of minority people, other disadvantaged persons and the aged who make up the population of large American cities in 1977.

Cities are struggling for their survival on every front--social, political, economic and educational--and in this listing education has been placed last, because the practical realities of life today indicate in ways that cannot be mistaken that this is the order of its priority for some of our cities--last.

Education in our cities also has an ascending--or descending--list of priorities--basic skills attainment, community control, decentralization, preparation for college, a balanced budget, desegregation and/or integration special education and vocational education. Vocational education has been placed last in this hierarchy because in many of our cities that is where it fits in the priorities of politicians, school boards, superintendents, business and industry leaders, labor officials, teachers, parents and students.

At this conference it is important therefore, in my opinion, that we face the unmistaken reality regarding vocational education in our cities and in our country--vocational education is the Number One Priority of only the people who work in the field--the vocational educator himself. It is not the number one priority of anyone else be he congressman, state legislator, city council member, or lay person.

For this conference another fact is of critical importance. The black population of this country is inextricably intertwined with urban life in the 1970's because more than 55 percent of all American blacks now reside in central cities. Thus, vocational education in the urban centers--the central parts of our cities--has an opportunity to make a difference in the lives of over half of the 24 million blacks who account for 12 percent of the total American population.

Blacks, cities and vocational education have a close relationship--and an historic one, I might add. The relationship has not been a particularly healthy one from the days of Booker T. Washington who was criticized by many for promoting a kind of "second class" status for blacks in the trades rather than in the professions. Over the years,

the failure of the American employment market to accept blacks into every aspect of the work life of the country has resulted in a distrust of the whole program of vocational education as a viable experience for capable black students. Professor Brazziel is most pointed in his criticism on this topic, and I quote from his book referred to earlier (William F. Brazziel, Howard University, 1974, QUALITY EDUCATION FOR ALL AMERICANS).

> Vocational and technical education is a problem area for both black and white students, but it affects poor black youth quite harshly. First, black students are over-represented in vocational education. In fact, education in this area has not come too far since the time of Booker T. Washington, it seems.
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> Vocational education has been a hidden Achilles heel for black education. The vocational program enrolls three times more than its share of these young people, offers perhaps five times less academic rigor to the students than it should, offers obsolete and sub-standard training for a job that doesn't exist, and serves as a dropout hatch for one-half or more of the blacks enrolled. Every dismal statistic on black retention, attrition, and achievement of black youth will find at least a partial home at the feet of vocational education.
>
> Vocational education is in trouble in many places. According to a report by the NAM, only 50% of the vocational education graduates find jobs related to their training. The majority of vocational students come from poverty families. The dropout rate for vocational students is 45%--seven times higher than the national average.
>
> Many black students must be guided from this program. Other young adults must avoid being trapped in the vocational education dead end. Every effort must be made to phase out ineffective programs and use the money for smaller classes and high-impact academic programs to enable black youngsters to compete more equitably at the industrial hiring gates and training programs.

Many black citizens share these opinions about vocational education and they should not be dismissed lightly by us at this conference. The fact is that many blacks are turned off by vocational education and the jobs for which it prepares. The academic route seems to have better promise. Once a degree is obtained, the credentials barrier has been overcome.

Since the Civil Rights activities of the 1960's, access to an expanded professional and managerial employment market has been enjoyed by thousands of young blacks armed with their college and graduate degrees. The record here has been better than for the trades, crafts, and other skilled occupations that are included in vocational education training programs.

Blacks are only 3% of the accountants, architects, physicians, and dentists and only 2% of the lawyers, designers or engineers and 2-1/2% of the managers.

Thus, it is difficult to argue against the need for capable blacks to aspire to attain college degrees to qualify for the occupations I have noted.

So while not arguing with the need for blacks to aspire to attend college, I often ask a question--what would happen in our cities if whites withdrew their services from blacks and we were forced to depend on black craftsmen to build or repair our houses, service our automobiles, maintain our television sets, refrigerators, heating and air conditioning plants and distribute the food, fuel and clothing we take for granted? We all know what would happen--we would be in utter chaos in a month. Such is the need for people trained in all walks of life from the menial to the most complex.

Our problem, as I see it, is not to waste our energies (the academic and vocational forces) fighting each other. Our common foe among the black students is apathy, indifference, low aspiration, absenteeism, low achievement and dropping out of education altogether as soon as the law permits. We need students who are better equipped to undertake training in every field of endeavor so that they can compete on equal terms with

others who are looking for work. We all need to work to improve elementary programs and community and parental support so that our children become prepared for their educational tasks at "grade level."

Vestiges of racism and discrimination still control the current labor market and contribute to the horrendous unemployment rate for black youth that is estimated to be from 30 to 40 percent in our large cities. This figure is so mind boggling, that it is almost impossible to understand why this isn't our nation's top priority. But it isn't and it's not likely to be the top priority of the Carter Administration. The goal to reduce national unemployment from 8% to 6% if applied across the board will reduce the black youth unemployment rate from 40 percent to 38 percent, and this won't amount to a tinker's damn in the black community. Clearly, we need some targeted programs aimed at black youth and we need them now.

Another major concern of mine as a large city vocational education director is that the Federal and State offices that have controlled the allocation of funds under Federal vocational legislation have been unfair and insensitive to the requirements of the cities that house the minority populations. The record shows that the State formulas have funneled the Federal money to the rural and suburban areas out of proportion to their populations and needs. This has happened in almost every state, and there has been no productive recourse at either the State or Federal levels.

One of the reasons for the formation of the National Association of Large City Directors of Vocational Education three years ago was to enable us to move with strength to challenge the inequities that exist and to force change. The State Directors, few of whom have a large city background, few of whom have employed minority staff members or staff members with urban experiences at the policy-making level, have been our

almost bitter antagonists in this activity. The problems of cities and blacks have not been the top priority of the State Vocational Departments and they have controlled the funds.

The Federal Agencies that have a responsibility to monitor the States have not kept faith with their responsibilities either. The Bureau of Occupational and Adult Education has not provided the leadership, management and control required by the Federal legislation to assure fair and equitable funding to cities. With regard to the specific protection of minority rights, neither the Bureau nor the Office of Civil Rights has performed with honor. This charge is documented in the NAACP Legal Defense Fund Report. In my judgement, the whole matter has been shamefully handled.

The new legislation, for which the regulations are now being written, offers a new opportunity for States to demonstrate their commitment to helping solve the problems of cities. The legislation requires the appointment of staff to monitor the administration of the vocational education program in a way that is free of discrimination on the basis of sex. I believe that the problems of minorities and of cities can and should be addressed within these resources. If not the familiar patterns of neglect and disinterest will result in additional frustrations and deprivation for blacks.

A second major concern about the new legislation is that the programs are to be evaluated almost solely on the basis of the placement of the graduates. On the surface this appears realistic and fair. If you train people for jobs then your success should be measured by the numbers who get those jobs. To the shame of our nation this has never been true for the black population. And despite the affirmative action programs,

voluntary compliance agreements and equal opportunity commissions, a subtle form of discrimination and racism prevents the equal treatment of blacks in the labor market. This fact, coupled with the declining work opportunities in cities, the inaccessibility of many suburban work sites to the urban worker and the severe economic crunch that has depressed the need for new workers, forces me to ask for a different type of evaluation.

Vocational education doesn't control the labor market and the placement of graduates in a depressed economy surely isn't the function of an educator. For those who believe that we should restrict the training programs to the documented need for new workers, I point again to the statistics that reveal the disproportionate share of the more elite and better paying jobs that are held by blacks.

I believe that our mission is to prepare our youth to be competitive in all aspects of the labor market--and then to generate the use of political, social, economic and governmental options to bring about full employment. To deny training to our youth because jobs aren't promised at the end of the training would be to keep them deprived and handicapped for their entire lives. In my judgement, it's far better for them to be prepared for work and unemployed than unemployed and devoid of job skills.

In years past the Supreme Court of the United States has been a port of refuge for black people. Several recent decisions, however, have been indicative of a direction that is not in the best interest of hard-pressed cities and of minority people.

The first blow was a decision that denied that the "equal protection" clause of the Constitution was violated if the money available to educate children in different school districts within a state (Texas) was

disproportionate, and resulted in inferior education opportunities for those in poorer school districts. The Supreme Court indicated that the remedy was in the States' constitutional and legal processes rather than those of the Federal Government. The result is that wealthy districts continue to spend more money to educate their children than do the poorer districts that include the cities with high minority populations. While I have done no thorough research on the topic, the news items indicate that New Jersey is the only state that has addressed this problem at the level of the State Supreme Court thus far.

A second Supreme Court decision allowed the Federal government to administer an employment test which admittedly has an adverse effect on black job applicants. The Court said the Constitution does not support disappointed job seekers who may show that a test has some discriminatory effects but cannot prove intentional bias.

The case was Washington vs. Davis and related to Test 21, a civil service test used by the District of Columbia Police Department as a recruit selection examination. The test was considered to accurately predict an applicant's performance in police recruit school, though not necessarily his job performance. The district court, whose decision was upheld, said that it was a valid took, even though blacks failed it at a much higher rate than whites, because there was no evidence of intentional discrimination by the government.

Justice White observed that the Constitution does not prevent the government from "seeking modestly to upgrade the communicative abilities of its employees rather than to be satisfied with some lower level of competence. . ."

Knowing what we do about minority performance on examinations and just how foreign some questions are to the performance of jobs, an expansion of

the use of this rationale will predictably further compound the minority unemployment problem.

A third case in which the Supreme Court's decision can be crucial involves what is now known as "reverse discrimination." It is a rebuttal to the "affirmative action" programs that permit colleges and universities to use criteria for admission that transcend test scores. These affirmative action programs are geared to increase the participation of minority persons where the traditional entry requirements have precluded such participation. The case before the Supreme Court at the present session involves the preferential admission policies at the University of California. An unfavorable decision in this case could be a devasting blow to minority aspirations for full participation in the professional and business life of our nation.

At a recent news conference, Vernon Jordan, Executive Director of the National Urban League, talked about the state of Black America, 1977, and it makes for grim reading. Fordan said that "1976 was a year of continued struggle and hardship for black people, a year of unrelenting struggle for survival in a national climate marked by recession and by majority attitudes ranging from indifference to hostility to the plight of the minority." Despite the quietude that has settled over the nation's cities, it does not appear that race relations are improving.

The Urban League surveyed its 107 affiliates on the attitude of the white majority towards concerns of blacks and other minorities, and its conclusions were that "whites, engaged in protecting their own self-interests, had little time to concern themselves with the plight of black people."

"A 'benign neglect' philosophy served to be the nationwide rule and, as a result, the black community grew increasingly isolated in 1976" the report said.

And so it goes!

The tenor of any realistic remarks that address the problems of vocational education, blacks and cities in 1977 must indeed be rather grim. But they are not hopeless, and won't become hopeless if we refuse to let them. Each person who is committed to the improvement of the horrible conditions that control the lives of black youth, must first understand the dimensions and realities of the problems that he faces before he can effectively grapple with possible strategies for solutions. Above all else, he must remain positive in his belief that he can be instrumental in helping to promote desirable change.

PRESENT STATUS AND FUTURE PROSPECTS OF BLACK AMERICANS IN VOCATIONAL EDUCATION

Clyde Hall, Chairman
Division of Technical Sciences
Savannah State College

The participation of blacks in vocational education has been a part of the "Black Experience" since the first slave landed in America. This participation has been in many forms and has been in varying degrees. In the very beginning, blacks were trained to be artisans, farmers and homemakers by the use of an informal apprenticeship system which supplied the southern cotton plantations with all of their skilled help. The vocational development of blacks in some of the more sophisticated occupations of the slavery era, such as carpentry, blacksmith, masonry, etc., was very economical for both the slave and the owner. A slave artisan had an extremely high resale value when compared with a fieldhand, and in many instances he was allowed to purchase his freedom by working out as a hiredhand. The majority of the craftsmen of the South before the Civil War were black; however, this number was relatively small when considering the size of the slave population.

The manual school movement, which was launched in the border states of Ohio, Indiana and Pennsylvania shortly before the Civil War, was an attempt to establish a network of vocational schools to prepare blacks in agriculture and the skilled trades. Very few of these institutions succeeded and their effectiveness as training centers was never realized.

Following Emancipation, industrial education became the theme of many of those interested in educating the newly-freed slaves. Hampton and

Tuskegee Institutes became the model schools for this type of education, and Booker T. Washington became the "national champion" for same. This movement produced many privately funded schools offering a variety of vocational programs. However, the effectiveness of these schools in terms of producing a large pool of vocational specialists for the labor market was never achieved. Probably their greatest contributions were in the area of teacher preparation, because many persons left these institutions with normal school preparation in industrial education.

With the firm establishment of a legal system of segregation of the races in public education in the South and the passage of federal laws supporting vocational education, there came into existence a system of poorly funded vocational education programs for blacks in agriculture, business, home economics and trade and industrial education. These programs were never fully developed because (1) funds legally due many of them were diverted to programs for whites, (2) flagrant discriminatory employment practices discouraged their growth, and (3) most influential black educators considered them demeaning, academically. Public funded vocational programs for blacks prior to 1954, in most cases, were a disgrace and very few employable black workers were produced by same.

When the U.S. Supreme Court struck down laws supporting segregation in education and the Congress passed the 1963 and 1968 Vocational Education Acts and the 1964 Civil Rights Act, there became available to blacks a much larger arena of vocational education. According to a national study by Project Baseline in 1971-72, blacks made up 16.61% of the 11,578,609 persons enrolled in public secondary and post-secondary

vocational education programs. This percentage was 5.50% higher than the percentage of blacks in the total population of the country. A further examination of this study also revealed that the percentages of blacks enrolled in vocational education in many states far exceeded their representation in the total population of these states.

According to enrollment data, blacks do appear to have ample access to programs designed to prepare persons for employment. However, this does not mean that blacks have equality of educational opportunity in this area. This kind of judgment can probably be made only after sufficient information has been ascertained to the following types of questions:

1. In what occupational areas are blacks generally enrolled?

2. Is there a high degree of correlation between the occupational areas in which blacks are enrolled and available job opportunities?

3. Is the level of funding adequate for programs in which blacks are enrolled?

4. To what extent are blacks policymakers and implementers in vocational education?

5. Do blacks perceive vocational education as a viable educational process?

A study of current literature related to the above questions generally indicate that blacks

1. Make up a high portion of the enrollment of low paying service occupations such as barbering, cosmetology, practical nursing, etc., and a very low portion in the more lucrative areas such as electronics, data processing, accounting, etc.

2. Are enrolled mostly in programs of de facto segregated school systems of larger cities where the funding levels are far from adequate.

3. Represent a very small segment of the administrative and teaching corps of vocational education.

4. Have a tendency to perceive vocational education as a dumping ground for students who are classified as "academic misfits."

In order for blacks to become full participants in vocatinal education, I feel, they must

1. Recognize that the struggle for equal educational opportunity in this area is a civil rights undertaking, and that it must be attached within that context.

2. Realize that America's technological culture is based on a philosophy of mental and physical work.

3. Change their perception of vocational education and understand that it is desirable for everybody.

4. Be willing to make whatever sacrifices are necessary to achieve their objective.

PANEL PRESENTATIONS

THE ROLE OF HISTORICALLY BLACK COLLEGES/UNIVERSITIES IN INCREASING THE PARTICIPATION OF BLACK AMERICANS IN VOCATIONAL EDUCATION

Arnold A. Westbrook
Virginia State College

For all Americans, vocational education in the past few years has taken on tremendous importance. It is trite to say that we live in new times, but it is most certainly demanded that we assess properly the requirements for earning a living in these dynamic years of the seventies and eighties. This means particularly that the future of this Nation is wrapped not only in opportunities for employment but in preparation given prospective employees.

One of America's greatest citizens, Booker T. Washington, made a lasting contribution to the thinking of our Nation through his insistence upon training of "head, hand and heart," which as a concept is still of great significance. Other world leaders following in his path have grasped the torch of proper vocational training of our citizens as fundamental and basic in a democracy. Now, as America moves fully into the seventies, embracing changes in technology and scientific discoveries as well as space exploration, it is tremendously vital that vocational education and retraining be studied, reevaluated and redesigned. It is for this reason that I offer my congratulations to the directors of this first National Conference and those of you here assembled for observing this occasion in recognizing vocational education as an important phase in education.

By 1980 it is estimated that 97,000,000 Americans will be working full time. Figures provided by the Bureau of Labor Statistics of the

United States Department of Labor indicate that 65,000,000 people are now at work; 30,000,000 workers will start work between 1970-1980; and that 3,000,000 women will switch from housework to jobs during the present decade. These national figures point definitely to the need to help people prepare for work in the United States today, whether it will be on-the-job training, apprenticeship training or training in vocational and technological programs that are initiated by the state or federal government. The requirement is shared by all of us including every single American citizen and particularly government leaders. Again, the figures show our schools and our citizens must help 30,000,000 youngsters to work their way through the challenging years ahead.

Nationally, there is increasing concern by educators about the large number of young people who finish high school and do not go to college to further their training and are not trained by the high schools to take their proper places in the world of work. This is even greater significance among blacks. Therefore, bridging the gap in education becomes more important at that level. However, for those blacks who attend black colleges/universities it becomes necessary to assess the growing and increasing opportunities for black employment. This recent rise in employment opportunities has generated new attention and demand for blacks in both white and blue collar occupations.

Specialized vocational education needs greater chrust. This is particularly relevant to black Land Grant institutions. Redefining the role of agriculture in black higher education and technical studies is badly needed. The same goes for home economics where too much emphasis

is placed upon homemaking and home economics education at the expense of nutrition or programming to meet needs of urban poverty.

Since young black men and women, like other Americans, will live in the society, make their living in and contribute to the economy, bear the same citizenship responsibilities and engage in the quest for a rewarding life, it is quite clear that the vocational education they receive be essentially the same as that for white students with similar backgrounds. Essentially the same does not, of course, mean identical.

Commitments to educate blacks are falling off at many nonhistorically black institutions. This trend indicates that black colleges/universities must continue with what they are about if sizeable numbers of blacks, minorities and other students are to be included in the educational future of this country.

The historically black institutions of this nation have made tremendous contributions to our nation and continue to be of vital importance. They are assuming leadership in the development of techniques for overcoming handicaps of the educationally disadvantaged and have developed and expanded programs of educational and occupational retraining for minority adults. The trained manpower from these institutions has been a major force in the ability of black Americans to benefit from the lowering of racial barriers in business, industry, and government at the federal, state and local levels, and will continue to be so in the future.

Historically black colleges/universities need a strong lobbying effort for more state and federal funds, and a good public relations campaign which will convince legislators, parents, and counselors of the need for vocational education, and remove the stigma now attached

to it. Whatever form vocational education may take at these institutions, it must be taken with utmost seriousness by the administration and faculty, for if they do not there is no reason to assume that the student will. Vocational education today is calling for change, creativity, and innovation. This creativity and innovation calls for creative and innovative people. Traditional prople cannot do it and dull people cannot do it.

In order to discharge their responsibilities to minorities and to the educational community at large, it will be necessary for black colleges/universities to expand their offerings in vocational education both horizontally and vertically for students' interest and institutional development. Without black graduate schools, thousands of blacks and others will not benefit from graduate education.

I hold with high hope that the administration and faculty of historically black colleges/universities will seize the opportunity to study anew the characteristics and needs of the students they seek to serve in vocational education; that they will combine their great talent and expertise to tailor programs of vocational education that are not only responsive to the special characteristics and needs of the students; and that they will not hesitate to be innovative in their approaches. Finally, if there are differences that are peculiar to the student of the historically black colleges/universities, to that very degree should their programs be different.

THE ROLE OF HISTORICALLY BLACK COLLEGES/UNIVERSITIES IN INCREASING THE PARTICIPATION OF BLACK AMERICANS IN VOCATIONAL EDUCATION

A. P. Torrence
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Upon being given the topic for discussion by this panel, my first question was why this topic? Then, I assumed that there must have been the feeling on the part of the persons who designed the program that historically black institutions of higher education were not adequately performing the job that they should perform in training black Americans in vocational education. Then I was informed of the participants on this panel and asked myself the question--with all these experts on the penel why would they invite me? Since I felt that these experts would adequately cover the technical aspects of the subject, I decided to devote attention in my talk to some of the possible reasons why historically black colleges do not devote more attention to, nor play a proper role in, increasing participation of black Americans in vocational education. I attribute this circumstance to at least four factors: (1) the general shift of interest in higher education in this country, (2) economic reasons, (3) availability of personnel and (4) the quest for respectability.

The General Shift of Interest in Higher Education in America. Traditionally, many black colleges--especially black public colleges--were geared toward vocational training in the days of Reconstruction and in the early years of this century. Just as many--especially the private black colleges--were oriented to the purely academic. This schism of educational goals, perhaps stemmed in part from the Washington-Dubois debates of what blacks at that time needed in the way of education.

Washington believed his people needed training that would readily prepare them to advance economically--yet, he proposed educating the mind as well as the hands. Tuskegee Institute, with Washington's leadership, was a model institution of vocational training, emulated throughout this country and abroad. Dubois believed that only through training blacks for the so-called "higher professions" would they overcome past stigmas of inferiority. Emphasis on liberal education in preparation for such professions as the law, medicine, teaching, etc., was the general trend in higher education in America in the early years. But somewhere during the third quarter of the century we began to experience an overproduction of AB degrees as measured by the vocational needs of society. Graduates with majors in the humanities found it more and more difficult to find employment in their areas of training. Concurrently, during the same third of this century, there was a de-emphasis on vocational training. This seemed to have accompanied the shift experienced for the first time in this country from a majority of workers in white collar to blue collar jobs. More and more some of the items formerly produced by blue collar workers in America were imported from foreign countries. These ranged from sewing machines and cameras made in Japan to cars made in Europe.

During this same quarter some educational leaders in America--noting the combined reduction of job opportunities for the liberally educated person and the reduction of numbers of vocationally educated persons--began to recommend "career" education which, to some extent, tried to provide both liberal and vocational education to college students. Many black colleges--mainly because of economic reasons as will be explained--apparently never really moved into the "career" education concept.

Also, during the third quarter of this century, in recognition of the need for more vocationally trained citizens, the various states began to invest considerable amounts of money in vocational education through the establishment of vocational and technical two-year colleges. Most black colleges could not compete economically with these two-year schools and some perhaps felt that the two-year schools would adequately meet the needs for the vocational training of blacks. This, of course, has not been the case.

Economic Reasons. Vocational programs are often several times more expensive per individual trained as compared to liberal arts programs. Expensive facilities and equipment are required for many vocational programs along with the requirement of highly skilled instructors. There is a limit to the number of students that can be taught in one day by the instructor, which has serious cost implications. By contrast, many of the liberal arts programs require only classrooms, chairs, chalk, chalkboards, paper and pencils, and an instructor who might teach 25 to 100 or more students in one class section. This has serious implications for black schools that have traditionally suffered from lack of adequate financial resources. This problem should, to some extent, be overcome in public black institutions as they begin to receive a more equitable share of the public funds and as the formula allocations of funds take more into account the fact that vocational programs cost more.

Availability of Personnel. Tied in with the economic factors is the fact that highly trained persons in vocational fields who meet college teaching academic requirements are hard to attract to college teaching. A part of the problem is that they can make more money on the outside with

less training than is required by most colleges. Also, the college bureaucracy with its emphasis on rank, tenure, etc., based on academic degrees does not provide adequately for prestige, salary, etc. of the "master craftsman." The problem of personnel will perhaps remain with us until greater financial resources are found to pay vocational teachers on black college campuses, and the college bureaucracy find ways of recognizing vocational teachers based on their vocational skills, teaching ability, and leadership qualities.

The Quest for Respectability. During the third quarter of this century college accreditation became available to black institutions, and they tended to eliminate any activity that might militate against their image of being highly academic. They wanted to be like "other" schools--Harvard, Princeton, and Yale. They neglected or simply discontinued the vocational disciplines, withdrew from outreach efforts that may have existed in the past, and concentrated their time, efforts, and resources on attracting Ph.D.'s, attending professional meetings, and strengthening the so-called academic-meaning liberal arts-programs. There was some logic in their efforts, perhaps, because many of these colleges did not have the resources to offer (buy) strength in both academic and vocational programs simultaneously. Moreover, black college students were more in quest of a professional than they were a vocational type education. They had not changed much from the feeling expressed by Mr. Tom Campbell, the first extension agent in the US, in his book entitled THE MOVABLE SCHOOL GOES TO THE NEGRO FARMER. Mr. Campbell related that when he came to Tuskegee from Wilkes County, Georgia, in 1899, the registrar asked if he wanted to take farming. With some

indignation, Mr. Campbell told him promptly that he had worked on a farm and did not care to learn any more about it. The registrar then asked if he would like to take agriculture and Mr. Campbell replied that he would like that very well. So Mr. Campbell said he was assigned to the livestock division. He said that he was quite surprised to find out that agriculture was farming.

These four obstacles must be overcome if historically black colleges are to play a significant role in increasing the participation of black Americans in vocational education. They must prepare themselves at topnotch training centers (facilities, faculty, equipment and curricula), make students aware of opportunities in the vocational fields as a part of their recruitment and counseling programs, provide the required financial aid to students, and develop good placement programs. This is not an easy task but it is not an insuperable task. I hope that more and more black colleges will be about it.

THE ROLE OF HISTORICALLY BLACK COLLEGES/UNIVERSITIES IN INCREASING THE PARTICIPATION OF BLACK AMERICANS IN VOCATIONAL EDUCATION

Joe King, Jr.
School of Industrial and Technical Studies
Jackson State University

Introduction

It is gratifying to see this magnificent turnout for this conference on "Increasing the Participation of Black Americans in Vocational Education." We are here today in a monument to greatness.

This beacon of hope reflects the inspiration of the conference organizers. It comes at a time when we feel dejected, discouraged with the thought that all the odds are against us, then regardless of station, position, or creed, we need merely remind ourselves of "Black Leadership" before our accomplishments. From most humble beginnings, from being regarded as less than human, they overcame virtually every kind of obstacle--a birth in slavery, extreme poverty, of lack of educational opportunity, and death, they climbed one rung at a time to national and international acclaim. They broke new ground--figuratively and literally--for both black and white races.

With the movement from an agrarian economy to an industrial one in the South have come many changes in the social and economic structure of the southern region. Preparing the black student to live in an industrial society has of necessity become an objective of all of our institutions of higher learning.

Black colleges are going to have to change from institutions of preaching and teaching and start doing something for black folks. Public

education in the South has not been and is not commonly regarded by national educational leaders as being on a par with public education in other parts of the nation. The rigid segregationists in some parts of the South cannot accept a general philosophy of education which includes the blacks. As a result, not only black education has lagged in the South, but education for the white group has been inadequate in a number of ways.

Black Colleges in the Eighties

I think black colleges have a tremendous job for the eighties. What new roles would the traditionally black colleges assume in higher education and service to the people? Implications for possible new roles become evident as one surveys the emerging or projected programs on colleges campuses across the region as well as governmental priorities in improving the quality of life in America. A few possibilities are suggested:

> The black college could participate meaningfully and substantially in the whole effort by the states and federal government to solve urban and rural problems.

Urban

It is logical to expect that more black people would be involved in such programs for they comprise in substantial proportions the population of the urban areas. Jackson State University, Mississippi, for example, is located in the midst of the Jackson city neighborhood which has a 60 percent black population. Urban education, urban housing, transportation are three distinct areas of concern today at both state and federal levels. A strong partnership of the local black institutions can help attack contemporary problems of society.

Rural

For fiscal 1973, Mississippi's two land-grant colleges were allocated $4,464,035 in federal funds alone under the Morrill Act of 1862. When the funds were divided, Mississippi State received $4,336,516. Alcorn State University received only $127,000, a meager 2.8 percent. That was not an exceptional year for M.S.U. but an example of the federal government's funding pattern.

With the increase in urban migration from rural areas, special attention should be directed toward opportunities for a good life in rural America. Housing patterns and needs of rural people, health conditions and needs, educational practices, social conditions of rural America, especially in the rural South; all remain a challenge to be met by our positive commitment to people and advanced technology. Black institutions, particularly those with land-grant status and agricultural programs, are uniquely equipped and qualified by historic commitments, and by actual physical location to serve this need.

> The black college could be an important source for increased production of well-prepared personnel for service in vocational education and in the respective branches of state and federal government.

Since a total of seven or eight of the state supported black insitutions, plus several of the private black colleges and universities, are located in state capitals, it appears that this new role could be explored with a minimum of difficulties.

It would appear that a well-conceived partnership of state government and black colleges could result in the production of qualified black manpower for utilization by the states in the continued and improved functioning of the several areas of state government. Jackson State

University, Jackson, Mississippi; Southern University, Baton Rouge, Louisiana; Florida A&M University, Tallahassee, Florida; Kentucky State, Frankfort, Kentucky; Tennessee State University, Nashville, Tennessee; just to name a few. Students can be placed as internees, externees, and for political experiences. When one considers the fact that a substantial segment of the respective states' population is black, that many of the black institutions of higher education are located in a short distance from the capital grounds are almost ringed by black residents,

> the black college could be a more active participant in supported research and in the area of vocational and technical education and environmental control.

Getting involved with the national thrust; many branches of state and federal governments are reordering priorities and resources to give increased emphasis to matters related to vocational education and environmental study, control, and improvement. Increased funds will become available for this heightened activity.

Preservation, restoration and improvement of the physical environment including natural resources come to mind immediately. The reduction of the exposure of people insect vectors and improper housing and space use are problem areas long overdue for intensive and exhaustive attention. Many of our schools have good science, technology, and agricultural programs and an excellent faculty as well.

> The black college could be the state's principal educational agency in those areas where there is no other established, multipurpose public institution of higher education.

Just a few years ago the State Board of Higher Education of North Carolina by official action has declared that Fayetteville State University, which for a long time was restricted to being a teacher's college, has

assumed, under the auspices of the State, major and basic responsibilities for administration and implementation of the total program of higher education in the Fayetteville area, including the extension program conducted at near-by Fort Bragg. The ultimate effort of the latter provision transfers responsibility from the University of North Carolina at Raleigh to the State University in the area, although it is predominently and historically a black college.

> A national committee could be formed to aid black institutions in establishing policy making.

How can black institutions have a significant impact on the decision-making process given the complexities of the process? First, we must become active in the decision-making process; then we must make sure that we understand how the process works; and finally we must be willing to use the political process as a tool through which we can shape educational policy to meet the needs of black people. Also, I see the role of the black university in the 1980's as one of assisting students in the processing of information.

Students must learn to gather, sort, store, and retrieve information. They must cease the practice of rote memory which does not lead to the critical analysis necessary to the development of a knowledgeable individual.

Equal Employment Opportunity (Jobs)

Equal employment opportunity represents one of the critical challenges to American business and industry. America has become a nation of employees. Ninety percent of the nation's labor force are employees. As the society became urbanized and industrialized, self-employment declined and working as an employee in business, industry and government significantly increased. Today, the job has become the most important economic activity

in the lives of most Americans because it is through the job that one obtains the income to underwrite a particular style or standard of living. Not just income, it is the means of obtaining other economic benefits: workmen's compensation, unemployment compensation, social security, retirement, hospitalization, surgical, and insurance, paid vacation, training and upgrading to mention the most common benefits.

Moreover, Dr. Kruger stated that a job has psychological benefits. One becomes a somebody if he has a decent job. Work is a badge of honor for many Americans. Work creates status for many Americans. Being employed can improve one's self-image. A job--a good job, a good paying job, a meaningful job--is a goal of most Americans.

What is a goal? Some think of it as six points in football, one point in hockey, and others say it is a measure of target at which to aim. But it is every student's goal to get a job after graduation.

In closing I should like to ask why should we do a good job in our schools? Because it is our duty? Hardly. I do not recall that Jesus ever suggested that a man do a thing because it was his duty. There is a higher motive than duty. Jesus had an expression, "Love Constraineth Me," by which he meant. "Love Compels Me." Do we want to be a master teacher and administrator? Do our students want to study well because love of studying compels them to do so? Becoming a master student, teacher, or administrator requires painful practice, much study, a great deal of effort, putting a lot of self into it--a lot of one's heart. Hardships contribute to achievement and greatness.

A great gulf exists between what the mediocre teacher does and the master teacher, between good and poor, from poor to excellent is always great. The touch of a Master's hand makes a world of difference.

THE TOUCH OF THE MASTER'S HAND

'Twas battered and scarred, and the auctioneer
Thought it scarcely worth his while
To spend much time on the old violin,
But he held it up with a smile:
"What am I offered, good folks," he cried,
"Who'll start the bidding for me?"
"A dollar, a dollar;" then "two" "Only two?"
Two dollars, and who'll make it three?
Three dollars, once; three dollars, twice;
Going for three - But no,
From the room, far back, a gray-haired man
Came forward and picked up the bow;
Then, wiping the dust from the old violin,
And tightening the loose strings,
He played a melody pure and sweet
As a caroling angel sings.
The music ceased, and the auctioneer,
With a voice that was quiet and low,
Said: "What am I bid for the old violin?"
And he held it up with the bow.
"A thousand. And who'll make it two?
Two thousand. And who'll make it three?
Three thousand, once, three thousand, twice,
And going, and gone," said he.
The people cheered, but some of them cried,
"We do not quite understand,
What changed its worth?" Swift came the reply:
"The touch of a Master's Hand."

-Author Anonymous

THE ROLE OF HISTORICALLY BLACK COLLEGES/UNIVERSITIES IN INCREASING THE PARTICIPATION OF BLACK AMERICANS IN VOCATIONAL EDUCATION

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Dr. Grady W. Taylor, fellow panelists, distinguished guests, and participants in the National Conference on Increasing the Participation of Black Americans in Vocational Education; "The Role of the Historically Black Colleges and Universities in Increasing the Participation of Black Americans in Vocational Education" will continue to mirror what is happening to blacks in all sectors of life and living in these United States of America.

Black colleges and universities must continue to develop leaders. Their contributions to providing leaders through the years can be illustrated very effectively and many of you can participate. "Will each of you who graduated with a baccalaureate degree from a black college or university please stand? Thank you. Will each of you who graduated with a master's degree from a black college or university please stand? Thank you. Will those of you who graduated with a doctorate from a black college or university please stand? Thank you." Each of us who stood are here today because of black colleges and universities which were concerned about us as individuals, about our academic and professional preparation and about our potential for leadership.

The presentation to follow will focus on (1) what one public black college is doing to increase participation in vocational and technical education and (2) an overview of new programs that other black public colleges and universities launched during the 1976-1977 academic year.

The Office for Advancement of Public Negro Colleges reported in January, 1976, that:

> Enrollment at the historically black public colleges and universities has reached another record level for the fall of 1976. Preliminary data reported in the Office for Advancement of Public Negro Colleges reveals that the thirty-four historically black public colleges enrolled 140,362 students; 125,355 of the enrollees are classified as undergraduates with the remaining 15,007 being classified as graduate students. The figure of 140,362 represents an increase of 3,416 students, an aggregate increase of nearly 2.5%.

Cheyney State College is one of the institutions included in the study of the Office for Advancement of Public Negro Colleges. Cheyney is currently celebrating its 140th Anniversary, having been founded as the Philadelphia Institute for Colored Youth, Philadelphia, Pennsylvania, in 1837. It is one of the fourteen (14) Pennsylvania owned colleges and universities. It is one of 91 colleges and universities including the University of Pennsylvania, Temple University, Drexel University and Villanova, which are located within a radius of 25 miles of Philadelphia, Pennsylvania. Primarily attended by minority students, Cheyney State College can be considered as an "opportunity college." The words "opportunity college" can embrace all black colleges and universities, because without them many citizens of these United States of America might have been denied access to higher education.

Cheyney State College has 5 academic areas each of which is under the leadership of an academic Dean. Education, Arts and Sciences, and Graduate Studies have been operational for a number of years. Technical and Applied Sciences was added in 1971 and Continuing Education in 1974. Technical and Applied Sciences, according to a Cheyney State College Concept Document, was created because the college recognized that throughout the Commonwealth of Pennsylvania and the nation, there

exists a critical need for individuals who are prepared to teach consumer oriented subjects of a technical nature. There exists an equally critical need for individuals capable of successfully participating in business and industrial activities. Programs in Technical and Applied Sciences, Business Administration, Industrial Arts and Industrial Technology and Home Economics, are designed to meet these challenges.

The Department of Business Administration has an approved baccalaureate degree with concentrations in: Accounting, management, marketing, office administration, small business management, and tax accounting. Programs expected to be approved for initiation in September, 1977, are in risk management and insurance, finance and banking and real estate.

Approved Industrial Technology programs are: Drafting and design technology, and graphic arts technology, each leading to a baccalaureate degree.

New programs in Home Economics include clothing and textiles, dietetics and hotel, motel, and restaurant management.

The failities and equipment for the new programs in industrial technology and home economics are in place.

A Bachelor of Science degree program in Computer and Informational Sciences was approved in November, 1976.

In the health field, Cheyney State College has had a CHAMP Program (Cheyney-Hahnemann Medical College Program) for the past 8 years. Upon completion of the program a student receives a bachelor's degree from Cheyney State College and a medical degree from Hahnemann Medical College, Philadelphia, Pennsylvania.

Business and industry have been involved through a Cheyney-Lincoln University-Temple University Cluster that was organized in 1973. A cluster program usually includes a minority college, or colleges, the employing community, and predominantly white colleges which work together to strengthen the minority institution. An overview of the cluster follows:

> Since its inception in September, 1973, the Cheyney-Lincoln-Temple Cluster has made significant progress in bringing over 30 industries in the southeastern part of the state and three participating institutions of higher education into a harmonious working relationship—a relationship which is providing opportunities for minority students in developing educational institutions (Cheyney, Lincoln)to prepare for selective occupations in business and industry. To date, the Cluster has assisted many students directly and indirectly in their quest to enter into the corporate world and advance to coveted positions in administration, management and/or supervision.
>
> Visiting instructors, materials exchange, curriculum development, and equipment calibration are some of the benefits which developing institutions of higher education in Cluster are gaining. At the same time, participating industries in Cluster are getting better prepared, motivated, knowledgeable students who are familiar with the "real world"of business and industry.
>
> It is anticipated that with the continuous growth and achievements of C-L-T Cluster, additional industries will join, thus strengthening its capabilities. To be sure, Cluster represents an idea whose time has come. Its design for challenge is clear and unmistakable. The C-L-T Cluster is proud of its accomplishments to date and looks forward to continued expansion to fulfill its vital mission: to assist minority youth to adequately prepare for a complex technological society.

The role of Cheyney State College in increasing opportunities for participation was outlined as follows by Dr. Wade Wilson, President of the College, in the "President's 1975-76 Budget Statement," dated September 29, 1975:

> In an effort to respond to contemporary needs, Cheyney State College will give top priority to programs of study which will lead to early employment. At least five separate, innovative career education curricula are envisioned as basic components of the current college year as well as the immediate years ahead:

1. Business administration careers
2. Communication careers
3. Health related careers
4. Public service careers
5. Technical and applied science careers

In the year 1975-76 significant changes should be evident in the five stated career lines as well as significant improvements in the total academic program. Steps will be taken to augment programs in the recently organized Division of Applied Sciences (Industrial Arts, Business Administration, and Home Economics). Further steps will be taken to develop and further enrich programs of Public Service Careers through redirection of the efforts of the Social and Behavioral Sciences. Funds will be allocated to strengthen the graduate programs of School Administration and Supervision in Industrial Arts. These Graduate programs were started at Cheyney State College in the Fall semester of 1973. Several model approaches in health related careers will be translated into on-going collegiate programs during 1975-76.

The ffice for Advancement of Public Negro Colleges reveals that new academic programs were expanded at some of the traditionally black public colleges and universities during this academic year, as follows:

Students attending several institutions may now earn baccalaureate and graduate degrees in many new areas of study. CENTRAL STATE UNIVERSITY and CHEYNEY STATE COLLEGE have added computer science as a degree program and an increased option for students enrolled. ELIZABETH CITY STATE UNIVERSITY now offers a baccalaureate degree in the area of industrial technology. FORT VALLEY STATE COLLEGE is affording students the option of earning the Associate of Arts and Master Degrees in the areas of animal health technology and vocational rehabilitation counseling respectively. JACKSON STATE UNIVERSITY has added fire technology as a major area of study for students at the undergraduate level. LINCOLN UNIVERSITY of Pennsylvania has added three new undergraduate programs to its curriculum. The three new programs are music education, public affairs, and therapeutic recreation. NORFOLK STATE COLLEGE has increased the technical career options of students enrolled by participating in a dual degree engineering program. NORTH CAROLINA A&T STATE UNIVERSITY now offers three undergraduate degrees in landscape architecture, transportation and industrial engineering, and a graduate degree in adult education. NORTH CAROLINA CENTRAL now offers the MBA degree in business administration. WEST VIRGINIA STATE COLLEGE and WINSTON-SALEM State College have new undergraduate degree programs in communications and special education respectively.

> The above cited new degree programs coupled with the addition of 102 new courses is an attestation that these institutions are responding affirmatively to the demands of society and students regarding increased career options. More importantly these institutions, by revising their academic programs, help make the concept of equal accessibility to higher education more functional.

Fifteen hundred black students are enrolled in schools of architecture this academic year and nearly 900 attend the following black colleges: Hampton Institute, Howard University, North Carolina A&T State University, Southern University, Tennessee A&I University and Tuskegee Institute.

In closing, I quote Maurice J. Ross on the importance of selecting a suitable vocation:

> "The choice of a vocation affects one's standard of living, the locality in which he makes his home, his friends and associates, the recreation he enjoys, the security of his old age, his family's place in society, his outlook on life, his happiness, his success, and even the occupation his children will enter.

It is important that colleges increase in the areas of career information and vocational guidance, because this continues to be a neglected aspect in the education of a majority of our students. Thank you.

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THE IMAGE OF VOCATIONAL EDUCATION: SOME REFLECTIONS AND PERSPECTIVES FROM STUDENTS, PARENTS, EDUCATORS AND THE BUSINESS COMMUNITY

Alvin J. Edwards
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Is community involvement in actuality increasing black participation in vocational education?

Can vocational education help today's black students understand and appreciate the changing employment pattern and opportunities of the world of work?

What is vocational education doing to help black students develop desirable attitudes toward work and to appreciate the dignity of every occupation?

Is vocational education fighting a war against ignorance?

What should the vocational education association be doing to elevate the problem? Or is there a problem?

Well, whether we want to realize it or not, we do have a problem, which brings us to my subject today, the image of vocational education in the black community.

Black interest as a whole in vocational education is negative. Some of the reasons or causes for this negative interest are due to:

1. The lack of student parent-teacher and administrative interest and involvement or concern in the matter.

2. Improper counseling from grade K through the post-secondary levels (in most cases). Try to avoid locking a student in or out; lay the facts and choices down and allow the student to decide; for decision-making is vital in any career choice.

3. Blacks still are not seeing to it that our children are receiving adequate or sufficient orientation to professions in vocational technical and industrial careers as well as in other careers. Of course, we have always been fed misnomers such as: all dummies and school clowns belong "down there" in vocational shops and classes.

So, by being a victim of circumstance, vocational education had become what we call a dumping ground for those misfit stereotypes. In many instances, blacks as a whole still believe this and as a result, this presents a problem.

The walls between vocational education and the black community must be torn down and torn down fast. For statistics show that in this decade, as in the last, the fastest growing occupations will be those in the professional and technical areas or those requiring the most educational preparation. It was projected in 1968 that this occupational group will increase 50% by 1980 from 10.3 million to 15.5 million. All service occupations (excluding private households) will rank second only to professionals with a growth of 45% from 7.7 million to 11.1 million.

With these trends in mind, blacks should be keying in on the reassessment of some specific values. Now I have to say this, but we blacks somehow seem to know the price or opportunity cost of everything, but the values of nothing. We should concern ourselves with the need of orientations to provide our children with:

1. the opportunity to develop one's self

2. the opportunity to find one's self (which aids in the competency of the student.

3. the opportunity to get a fair chance as a participant of gainful employment in the world of work.

Now, if we are given a fair chance of proving ourselves and we are not prepared or fail to rise to the occasion, we will continue to narrow the chances for the black man/woman next in line.

Vocational education emphasizes the entry into gainful employment, new technologies, skill developments, and progress in the occupation or position in which one is employed. Now there are certain factors that may lead to our downfall on the job if they are not taken into consideration.

Adaptability is one--we must be able to adjust to almost any change or circumstance that may rise with the least amount of hardships, possible.

Attitudes--we must be able to understand the impact of our acceptance by our employers. We need to understand someone else's perspective (point of view) as well as our own and be able to correlate them. We need a stronger sense of self-respect and self-acceptance for these go into molding the individual as a whole.

Self-evaluation--we must set our standards and objectives much higher and we must apply professional objectivity in our decision making and dealings. And professional ethics should be stressed as well.

Dependability--it is the consistency in which we act as employees in carrying out the requirements of a role, task, or job assignment. All of these factors which I've mentioned are only some of the goals for black survival, for these goals help broaden our perspective.

There are too many blacks that leave the secondary school level without a sellable skill or knowledge of opportunities, job value or requirements. If these factors which I've just listed are taken lightly, blacks will have acquired skills which are in great demand but due to our inabilities to incorporate those factors, it will cost us our jobs. For today in our

society there are just as many people who lost their jobs because of disciplinary problems as those that are terminated for not doing their jobs.

So we've arrived at the point where we make an attempt to bridge the gap. In cities and counties where vocational education is big, blacks seemingly are progressing well in terms of involvement. But using "well" as a standard is far from being enough, especially when in rural and remote areas things are just the opposite. In local communities where businesses, hospitals, and industries don't take an active stand in vocational and technical education the program will never get off the ground. But once started, it must be a continuous involvement by the total community. By total community, I mean a school-community partnership where local businesses and industries work in close cooperation with the school system in cooperative education or work-study programs. After continuous involvement and proper implementing of various programs:

1. The student and parent would then better understand her/his accomplishment abilities.

2. The instructor and counselor could then assess the student's achievement and make needed changes in the program.

3. Upon graduation the school system could then feel assured of their graduates (accountability).

4. The employer could also feel assured of their hiring choices, for they are aware of what the student has done in pursuit of a chosen position.

5. The ultimate goal, the black community will then for the first time begin to see vocational industrial and technology education in its true perspective.

Vocational and technical education can be and is a viable oasis through which blacks can gain a strong-hold in America's future. The choice is yours to make. What shall it be?

THE IMAGE OF VOCATIONAL EDUCATION TO THE BLACK COMMUNITY

Mary A. F. Hatwood, President
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In order to address the topic, "The Image of Vocational Education to the Black Community", I believe that it is necessary for us to define what is meant by "Image" and "Black Community".

"Image" according to Soule's Dictionary of English Synonyms refers to reflection, conception, and how perceived.

With reference to the black community, there is a need to ask by whose definition do we determine that there is such -- What is its composition? My reason for raising this question is not to say or imply that there is no longer a black community, because there very definitely is. However, due to the rapidly changing makeup of our communities, it is not easy to discern the composition of neighborhoods. Due to open housing patterns and the mobility of this country's people, it requires more effort to define or identify a community as black, white, or asiastic as compared with 20 or 30 years ago. Such a determination is not impossible, but it is becoming more difficult to do so with the new upward mobility of blacks in the work force. For the sake of this discussion, a black community is any community of which a majority of the members are black. Also, we should not lose sight of blacks who live in mixed communities.

Many students, especially blacks, view education, particularly vocational education, as the key to the achievement of their future aspirations. This is true of the child who does not plan to or cannot go to college, but whose education will terminate with the completion

of high school. For these youths and their families, the high school training they receive will be their last opportunity for a formalized education or training. The reasons for not continuing their education vary--but include:

1. can't afford the tuition
2. not interested
3. do not feel they can successfully complete the course work
4. have to go to work immediately upon leaving school

An increasing number of students who need to partially or fully financially support themselves while in school are enrolling in work related programs. There are several variations of the programs, encompassing elementary through post-secondary students. Basically, the secondary school programs are the same, i.e., the student goes to school half a day and works the other half of the day (receives a high school/college credit and a salary while receiving on-the-job training). As vocational programs increased in popularity over the years, the black student enrollment in these courses grew. However, the popularity of the courses did not eliminate the stereotypes or stigmas which have often plagued these courses.

One of the stigmas often attached to vocational education programs is that the courses are dumping grounds for slow learners or children who have been labeled as disciplinary problems. The accusation is also made that minority children or children from low-economic backgrounds are shunted into classes because they can't compete successfully in the more academic courses such as advanced mathematics, science or English. Elective courses such as industrial arts, business, home economics and others are stereotyped as not being for the "academically bright" student. It seems quite apparent that anyone who still harbors these misconceptions about vocational education has not bothered to examine the curriculum or visit the classes lately.

The curricula of these programs are designed to provide training for a wide spectrum of students' interests and abilities. Programs are available for students who are potential droputs or slow learners as well as those who are gifted and talented. Students learn the necessary skills to secure and retain jobs in occupations of their choice. For the dropout, vocational education is an essential program especially since many of them leave school in the 9th or 10th grades and become trapped in occupations which are menial and low paying. Courses in the vocational program range from educating students to learn entry level skills for level one positions to very sophisticated, highly technical training as computer programmers.

It is my personal opinion that involvement in vocational education programs including work related programs is a decided advantage for any student who enrolls. This is particularly true for individuals who would otherwise have difficulty entering trades or professions which heretofore have been virtually impregnable by blacks and other minorities. Vocational education training not only enables potential employees to acquire basic skills for initial employment, but also enhances their abilities to compete for more responsible and/or advanced positions within their chosen occupations. For many employees, especially black employees, the mastery of vocational skills can be a salvation. Today, unemployment in the United States plagues over 7 million men and women. The jobless rate for young blacks is 49%--2 out of every 5 black teenagers cannot find work. Many of these youths lack the basic training necessary to secure a job.

Further, this training can and should be used as skills for life in our highly complex society.

Training is a major aspect of the program; however, course objectives must continually address the issue of occupational goal choices for graduates in our ever changing world of work.

One of the most difficult decisions young men and women will have to face now and in the next decade concerns choosing a career from among many thousands of alternatives. Many jobs have not been identified or created. Others which we know today will be non-existent in the future. Students preparing for employment have a myriad of questions which must be asked and answered relative to occupational selection: What kind of competition will I face when I begin looking for employment? Do I need a college degree or additional training to get the kind of job I want? Will more job opportunities open for me if I have a college degree? Should I prepare for career alternatives? If so, which ones have the best outlook and are the most accessible? What can I expect to earn? What are the opportunities for advancement?

By 1985, according to the Bureau of Labor Statistics, U.S. Department of Labor, about 103.4 million workers will be in the labor force. About 1.85 million new workers will be needed each year for new positions; 1.9 million employees will be hired to fill vacancies created by persons who retire, die or quit their jobs. Educators who teach vocational courses must be knowledgeable of these statistics and should design their training to reflect factors which affect the supply and demand for jobs. Students should be counseled early in training programs relative to the outlook of the job market prior to completing course work. For example, a recent article in Ebony magazine pointed out that minorities and women are under represented in highly technical fields such as computer science, engineering,

environmental and conservation science. The outlook is also good for students majoring in accounting, communications, and health occupations.

In my opinion, vocational education enables students to identify and develop their career motivations and aspirations. The February 1977 issue of Black Enterprise magazine states that "today's new job seekers are taking a second look at the merely ego-satisfying or so-called glamour jobs. Minorities are shying away from 'showcase' or high visibility positions that were so much a part of company hiring policies in recent years." Through course offerings designed to prepare them for employment, these potential employees are taking a closer look at the job market--especially "up front" positions which seldom are what they seem to be and are usually void of any real power to shape or influence company policy. With the doors of such prestigious institutions as Wharton Business School and M I T now being opened to blacks and other minorities, such positions will no longer be for show but will be viable opportunities to demonstrate that we are capable of successfully performing the job.

Another aspect of vocational education and how it is perceived by the black community has to do with encouraging and preparing blacks to own their businesses, to become employers.

At the high school level, students are taught the basic structure and composition of the free enterprise system. Enrollment in and completion of management programs at the post-secondary level would provide the necessary training for blacks to establish and operate their own businesses--to become independent businessmen. Although the number of black owned businesses has increased, their portion of the nation's business receipts is still a mere three per cent.

The image of vocational education in the black community, in my opinion, is very good. New, appealing, and challenging opportunities are opening up every day. Educators, employers, and employees must be prepared academically and professionally to accept the challenge of these opportunities. For many black and other youths vocational education is the only real hope they have to meet these challenges and to become gainfully employed, self-supporting citizens.

THE IMAGE OF VOCATIONAL EDUCATION: SOME REFLECTIONS AND PERSPECTIVES FROM STUDENTS, PARENTS, EDUCATORS AND THE BUSINESS COMMUNITY

Nathaniel Lee
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Permit me to say at the outset that I don't speak for any "black community," but I will share my perceptions of that community and beg you to accept whatever I say as just that.

It seems to me that the image of vocational education to blacks at any one particular period has its foundations in the perceptions held by blacks in relation to the value of such education at that particular time. As many blacks have recently traced their roots through Roots and through the musical Selma, many have been reminded of the invaluable contributions blacks made to this country particularly through use of their highly developed vocational and technical skills. We were reminded that black slaves who possessed those skills were often perceived to be treated better than other slaves. Their image was a positive one.

As the bonds of slavery were officially broken and opportunities for free public education provided, many blacks developed tunnel vision in terms of academic educational opportunities for their children. We are all familiar with the philosophies of Booker T. Washington and Dubois and the perceptions that accompanied their particular views regarding the paths blacks should pursue.

As the white community has made economic gains from black jazz music, far in excess of any blacks, so they developed skilled trades formally reserved for blacks to the extent that trade organizations, called unions, were formed that resist black membership, and consequently

control black employment. Today a plumber with a high school education can average $18,000 a year, not many black plumbers.

Yet, tunnel vision has remained in focus for too many parents of black children to a significant degree today. It seems to me that this phenomena should not surprise those of us who know that too often vocational education has been used to detour many blacks off the paths leading to economically productive opportunities. Detours that led to no desirable end. Consequently, the image of vocational education in the black community had to be basically a negative, suspicious one.

In very recent years, some significant change has taken place for the benefit of all students in terms of counseling for career choices. However, in terms of community perceptions of voational education generally, not enough has been done to educate the black community of these changes which should safeguard their children from dead-end detours. Consequently, the negative, suspicious image is slow to change.

Please permit me to cite an effort in Richmond which has met with some success in increasing black student participation in vocational education. In addition to the usual counselor-student conferences on career choices, conducted in schools, an effort was made to inform the total community about vocational education programs. A 16mm film was produced that dramatically sells the vocational education programs of the Richmond Public Schools. This film has been shown in elementary, middle and high schools to teachers, PTA groups, church groups and various community groups along with presentations by vocational education counselors, teachers and administrators to explain the many vocational choices, the benefits of such choices and to respond to questions and concerns about

the programs. Thirty second TV commercials were produced and used on all three TV stations selling vocational education. This year, we have a 20% increase over last year in the number of black students participating in the programs at the Richmond Technical Center. We believe much of this growth is attributed to efforts to sell the programs to the community via television, radio and personal appearances of staff using the 16mm film.

The Southeastern Institute of Research, Inc., conducted a Public Opinion Poll in February of this year to determine perceptions of the effectiveness of the Richmond Technical Center in the Richmond Area. Included in the results of that survey were statistics by race which seem important to our discussion. White responses to an evaluation of the job the Richmond Technical Center is doing resulted in 48% indicating "good to excellent" with 23% responding "don't know." Black responses were 59% indicating "good to excellent" with 8% indicating "don't know." This data, if reliable, seems to indicate that efforts to reach the black community in terms of information regarding the Richmond Technical Center was somewhat successful. We could assume that the 20% increase in black student enrollment could be a result of increased knowledge in the black community.

Finally, I would suggest that vocational education's administrators, teachers, advisory council and advisory committee members commit themselves to devoting time in the community to share with various black groups the importance of expanding their vision in the direction of vocational education. You must develop materials that dramatically portray your programs, be honest, but agressively sell vocational education for those students that should participate. We have seen some increase in Richmond

as a result of some efforts; we will seek more tomorrow.

Problems of work habits, motivations, attitudes of students as perceived negatively by the business community must be attacked at home as well as school. Aggressive selling on our part will help solve these problems.

THE IMAGE OF VOCATIONAL EDUCATION: SOME REFLECTIONS AND PERSPECTIVES FROM STUDENTS, PARENTS, EDUCATORS, AND THE BUSINESS COMMUNITY

Harland Randolph
President, Ed-Comment
Washington, D.C.

What images or perceptions of vocational education programs will most likely result in increased support for the programs?

What factors tend to influence one's perceptions or images of vocational education programs offered to various ethnic and class groups?

These questions are included in a national survey on the attitudes of black leaders toward black students entering and completing vocational education programs. The survey is funded by the Bureau of Adult and Occupational Training, Office of Education to assess the attitude of black leaders and to develop a data bank that can be used to improve the effectiveness of vocational education programs for black students.

The information being shared with you during this discussion is based on progress reports because the national survey has not been completed. To date, the survey project staff has analyzed more than 600 articles on blacks and vocational education, reviewed the responses of approximately 250 black leaders to relevant questions, developed an administrative decision matrix for vocational education programs and utilized the contributions of four panels of specialists in vocational education to review progress report findings.

Preliminary study results indicate that a person's image of vocational education is related to the individual's general view of the total

vocational education programs and to his/her view of specific programs within vocational education. Images of the total and specific programs may be the same (positive or negative), or they may differ. For example, a person may strongly support vocational education as an effective training system but at the same time strongly oppose a specific program that trains for obsolete or low paying jobs. Other persons do not actually oppose vocational education but appear to oppose it because they support some other educational or training system more than they do vocational education.

Image of overall program

Philosophical or pragmatic considerations and values appear to be the foundation for support or lack of support of vocational education as a training system. The writers and leaders who express opinions about the overall (total) program of vocational education advocate either support, changes, or alternatives. Their recommendations are based on a view of where vocational education fits in the solution pattern for individual and community problems.

Philosophical and pragmatic considerations of the writers and leaders are reflected in the following questions. Does vocational education promote blacks into or direct blacks away from positions of leadership? Does vocational education assist in or prevent blacks from getting meaningful employment? Does vocational education result in blacks becoming exclusively employees, preventing the development of a normal number of employers?

Is vocational education more effective than alternative methods for meeting the same set of needs? Is vocational education a mechanism to increase, decrease or maintain occupational segregation or racism?

There is disagreement among the writers and leaders on the correct answer to each of these questions: this may indicate that vocational education suffers more from conflicting images and the lack of consensus than it does from a "poor" image.

While there are different answers to the questions, very few, if any, writers and leaders would eliminate vocational education programs. The debate is on which educational systems should get more of the educational dollars. The individual's selection of educational system is based on the priority he/she assigns to the various philosophical and pragmatic values (the questions).

Specific program image

The image of vocational education varies depending on whether the person is asked about the overall program, specific program one, specific program two, etc. A person can have a favorable image and be very supportive, for example, of one specific program but have negative images of other specific programs and the overall program.

The preliminary findings indicate that a favorable image and support for a specific program are related to several factors, each consisting of a cluster of items. Factors that have been identified to date are defined and explained. Factors are subject to change upon completion of the study. The listings here do not indicate priority, weight or value of the factors.

*Levels of vocational education funding

Image and support increases as the program is able to demonstrate effective cost-benefit ratios and an effective command of the educational dollar.

* Types of persons in program

Image and support increases as the program is able to demonstrate that its personnel and students are capable, contributing people who hold both occupational and leadership position and who are in demand outside the field of their specialization.

* Types of occupational training

Image and support increases when the program prepares persons for "attractive" occupations. For example, computer programmers, auto mechanics, aircraft technicians, and graphic designers have greater market put for many persons than some other occupations and the general term, vocational education programs.

*Employability

Image and support increases as the program demonstrates that its training results in marketable skills, employability, job retention and promotion, (all four elements appear to be necessary for a clearly favorable image and support).

*Amount of money earned

Image and support increases as the program demonstrates or documents that its graduates earn more than graduates from similar types of training programs. For example, compare public and private institutions or two-year vocational education programs.

*Leadership

Image and support increases as members of the survey group encounter

personnel or graduates of vocational education programs in leadership positions, particularly outside of vocational education.

*Success words

Image and support increases as the program presents its needs and explains its activities in terms which indicate efficiency, effectiveness, and the positive characteristics of students and personnel.

*Personal payoff

Image and support increases as the members of the survey group personally derive benefit from the program.

Application

The information in the preliminary findings can be used to design local surveys, develop budget and public information presentations and make administrative decisions.

The questions about the overall program and the factors for specific programs provide a bank of categories. Specific items within these categories, places in the appropriate research design, will provide staff with a starting point for the development of survey instruments.

The information, as stated, indicates the nominal direction for explaining and presenting a program so that it will have a better than average chance of being supported. By modifying the examples to meet local situations, it is possible to select arguments, ideas and information for budget and public information presentations.

Summary

Efforts and attention directed to questions of the image of vocational education must be carefully monitored to prevent the subject from diverting energies and resources away from issues that are more directly related to the needs of blacks.

THE IMAGE OF VOCATIONAL EDUCATION: SOME REFLECTIONS AND PERSPECTIVES FROM STUDENTS, PARENTS, EDUCATORS AND THE BUSINESS COMMUNITY

Theressa Ann Sams
EPDA Awardee
California State University
Long Beach

The purpose of my participation on this panel is to share with you (1) key factors in the business-industry-community-education environment that may influence the image of Vocational Education Programs; (2) my comprehensive view of factors which influenced my image of Vocational Education Programs; (3) suggestive steps to take to help increase Black participation in the enhancement of the image of Vocational Education Programs.

Key Factors in Business-Industry-Community-Education Environments That May Influence the Image of Vocational Education Programs

Thru coordination, communication and cooperation, business-industry-community-education may influence the type of image for Vocational Education Programs when assisting current and potential individuals enrolled. The images are formulated and conceptualized as behaviors, skills, interest and needs as manifested thru interaction within these environments which varies in terms of the degrees to which an individual will formulate an image of Vocational Education Programs.

At all time the business-industry-community-education environments must be aware that all individuals...who have been enrolled, who are enrolled, or who will be enrolled....differ from each other in terms of:

1. Individual needs for Vocational Education Programs.
2. Individual motivational level for Vocational Education Programs.
   Motivation-defined in this instance as the degree to an individual views Vocational Education Programs as meaningful, interesting, worth the effort, and attainable through an appropriate amount of effort.
3. Individual performance level for Vocational Education Programs.
   Performance-emphasizing rate, style, extent and quality.
4. Individual developmental level for Vocational Education Programs.
   Development in sensory, perceptual, motoric, linguistics, cognitive, social and emotional areas.

Business-Industry Environment

The business-industry environment must be structured accordingly in an effort to provide effective, efficient, consistent and positive images.

1. Attitude of supervisor and co-workers
2. Available work stations
3. One-to-one direct supervision
4. effective, efficient and consistent one-to-one orientation, evaluation job training, inservice and enrichment activities, support services, termination conference and follow-up.

Community Environment

The community environment is seen as an environment which vary critically in terms of the degree to which an individual will formulate an image of Vocational Education Programs depending on the following factors:

1. Geographical location
2. Population and ratio of population
3. Number of schools (elementary/junior high/senior high/post secondary)
4. Number and Kinds of regular-vocational-special and other programs
5. Budget for regular-vocational-special and other programs

6. Goals and objectives of regular-vocational-special and other programs
7. Attitude of administrators, counselors, teachers: regular-vocational-special, students, parents, community, business, industry
8. Multi-discipline approach of supportive services to regular-vocational-special and other programs

Educational Classroom Environment

The educational classroom environment must be structured accordingly in an effort to provide an effective, efficient, consistent and positive image of Vocational Education Programs:

1. Personnel (qualifications)
2. Teacher-student ratio
3. Attitude of personnel
4. Curriculum (compatible with the fostering of each individuals desire to participate in Vocational Education Programs with success)
5. Goals & Behavioral objectives (which allows for the wide range of need, motivational, performance and developmental difference which exist in each and every individual)
6. Instructional supplies, books, equipment and facilities.
7. Procedures, methods, techniques, inservice and enrichment activities, supportive services, evaluation, termination conference and follow-up

My Comprehensive View of Factors Which Influenced My Image of Vocational Education Programs

What is my image of Vocational Education Programs? To understand the image I have of Vocational Education Programs you will have to become aware of the vocational education programs I have been exposed to and participated in from elementary to junior high to senior high school and/or post secondary level.

At the 4th grade level we had woodshop and sewing, both male and female in the same classroom with one teacher (female). I can still remember my first two projects: (1) pair of pillow slips made from a print flour sack and (2) pair of blue-white stripe pajamas.

From elementary to junior high a continuation of emphasis in the home economic area. From junior high to senior due to program requirements still a strong focus and emphasis in the home economics area. However, I was able to include the business education area with an emphasis in office skills: shorthand & typing. During my four years in senior high school I was a member of The Future Business Leaders of America and The New Homemakers of America. Due to my high typing skills I was selected to participate in the exploratory (non-paid) work experience education program at an attorney's office for a period of approximately 4 weeks and in the office of the junior high school for a period of another 4 weeks. My junior and senior year in high school we participated in the Texas Interscholastic League-The New Homemakers of America at Texas Southern to model clothing made in home economics. During my senior year in high school we participated in the Texas Interscholastic League-Future Business Leaders of America...rank #3 in the state of Texas for typing (Black Students).

Thus far, the Vocational Education Programs that I participated in from elementary to junior high to senior high school had a positive image influenced by the following factors because the programs provided me with an opportunity:

--to develop practical skills
--to participate in practical training
--to develop competence, abilities, confidence and self-image concept
--to exercise all my options and develop all my skills and talents at this particular stage in my life
--to search for a total awareness of my skills and talents
--to prepare for direct entry into the world of work
--to utilize my skills after high school, when I decided to go to college

When I finished Hebert High School in 1959 and was ready to embark upon a vocational career in business education with an emphasis in office skills, I lost my freedom of choice. Little did I realize that the image of the community-business-industry was totally different from my image. I was limited due to the geographical location and the attitude of the community. It took me a while to realize that there are excellent Vocational Education Programs in a great number of high schools that encourage all individuals to matriculate. But little did I know that certain factors would not allow me to put my skills to use.

I have no conflict with yesterday and I am not rebelling against business-industry-community-education environments, but against a time-weary structured image and most of which have not changed in the last 27 years. I know that I need and I want to find a way to utilize my own abilities to think, react, create and decide to assist individuals currently enrolled and/or who will be enrolled in Vocational Educations Programs in the formulation of a positive image of these programs. So no matter how my future changes, I will be equipped to cope with it. I did not know then but I know now that I have to work at it by:

--Emphasis and attempts to deal with by means of modification, alteration or elimination of any negative factors in the business-industry-community-education environment that might interfer with the formulation of a positive image of the current and future Vocational Education Programs.
--Emphasis on prerequisites such as awareness, exploration, preparation, participation and decision thru interaction in business-industry-community-education environments which are needed before the formulation of a positive/negative image of current and future Vocational Education Programs.

I strongly believe that Vocational Education Programs are of equal importance to individuals who plan to continue their formal education as well as individuals who do not plan to continue their formal education. Upon entering Tuskegee Institute, I was able to utilize my practical skill in the world of work. With particular emphasis on behavior, skills, content and concepts which was the key to my success in the world of work. Thus maintaining a very strong and positive image of Vocational Education Programs.

I have gone from Physical Education to Special Education to Vocational Education, one by one, I have found solutions to the problems of survival in the world of work.

Suggestive Steps To take To Help Increase Black Participation in the Enhancement of the Image of Vocational Education Programs

There is a need for Black Americans in Vocational Education Programs to increase their participation and become more aware of what it means to individuals enrolled in these programs to have a positive image. Some of these individuals will encounter situations, either consistent and/or inconsistent that could be the major factor formulation of a negative image of Vocational Education Programs.

To decrease such a possibility there is a need for assistance which should stem primarily from Black Leaders in Vocational Education in business-industry-community-education environments. Keeping in mind that there is also an additional need for consistent and direct communication between the Black Leaders within each environment as to what is being done or what should be done to assist the individuals when they encounter negative images of the programs.

1. Encourage Black Leaders to join local, district, state, regional, national and international associations in the Vocational Education Area.
2. Encourage Black Leaders to attend the 71st Annual AVA Conference to be held in Atlantic City, NJ (12-2-77) to 12-7-77)
   Demonstrate your interest and desire to become more actively involved by:
   -attending executive committee meetings
   -attending various committee meetings
   -requesting information on "how you can become a speaker at the 71st AVA Conference"
   -requesting information on "how you can run for office"
   -attending closing sessions of executive committee meetings
   -plan to attend "special dinner" for Black Leaders & others
3. Write to your local, district, county, state, regional, national and international...in regard to interest and desire to become more actively involved in Vocational Education Programs
   -Director of Vocational Education
   -Presidents of Vocational Education Associations
   -Advisory Councils on Vocational Education
4. Become aware of and write for information in regard to how to submit articles for:
   -AVA Journal
   -AVERA-American Vocational Education Research Association
5. Establish objectives for professional development, growth and enrichment in the Vocational Education, Special Education, Administration, Guidance, Evaluation and other Areas:
   -seek suggestions, recommendations, guidance and tutoring to stay ahead and not just when you're behind
   -seek information on PACE for higher level jobs with USOE (Professional and Administrative Career Examination)
   -Bureau of Labor Statistics and other areas
   -Become aware of the AVA Task Force on VE in Urban Areas
   -Become aware of CMMIS-California Manpower Management Information System Guide, Material Development Center at the University of Wisconsin-Stout, The Ohio State University Center for Vocational Education, Policy Studies in Education-New York
   -Purchase AVA Current Year Book
   -Read-Read-Read....new law
6. Build a positive public relations image by coordination, communication and cooperation with other Black Leaders... share information and keep in touch.
7. Stay informed and be aware of who-what-when-where-why-how of vocational education areas and other areas.

SUMMARY OF WORKSHOP PRESENTATIONS

RECRUITMENT STRATEGIES FOR BLACKS IN STATE DEPARTMENTS OF EDUCATION

Addison S. Hobbs
Michigan State Director
Vocational-Technical Education Service

There are many competent blacks available for leadership positions at the state level. The problem is to determine where they can be most effective in policy making. It has been stated that blacks cannot or rather do not understand politics and how or where decisions are made. Now, the same is being said for women workers.

There is a difference between a token window dressing title and the politics of leadership. Yes, politics because good decisions are based upon choosing from a set of alternatives, not compromise for that means accepting something less than desirable for either faction.

Blacks must develop planning skills, evaluation skills, human relations skills, and conceptual skills. These skills may be acquired by working in state and national organizations promoting vocational education.

Finally, there are some constraints that must be overcome if blacks are to proliferate in state departments of education. Salaries are frequently lower in state departments than in urban educational districts. So, many times long-range objectives must be visualized and willingness to accept a small "cut" in salary for a short period of time must be expressed. The comfortability of living together to decrease the minority status must be overcome; as well as the ability and negative attitude toward moving to a new place. Wanting to be king of the roost and exhibiting autocratic behavior is detrimental to increasing the number of blacks in policy-making positions within state departments of vocational education.

As long as one can count the black people in large cities and state vocational policy-making positions, there are too few.

STRATEGIES IN IDENTIFYING, RECRUITING, AND RETAINING BLACK AMERICANS IN VOCATIONAL EDUCATION

Preston Royster
Regional Commissioner, Region III
U.S. Office of Education

Assumption: To focus our efforts on recruitment from a pool that is drastically deficient numerically is going to produce limited results.

It appears to me that recruitment in the traditional meaning of the concept--putting forth a search to find individuals to fill specific positions in vocational and technical education is going to produce limited results. To focus on recruitment of numerous professionals in a type of profession that many Americans, and particularly black ones, have shunned because of previous intentional conditioning is designing near failure.

An attitude exists throughout most of the country in which too many people--legislators, teachers, parents, college instructors, academic and vocational counselors--view and promote vocational and technical occupations as second class and undesirable. People respond to this conditioning in many ways. I remember when I was growing up on the farm in Virginia and made special efforts to be sure that fellow students did not know that I was a farmer working in the corn and tobacco fields.

Since these attitudes are so pervasive in our schools and communities, it appears that a much greater effort should be made to make socially acceptable non-professional but well paying jobs in which the participant gets dirty just doing his work.

Long ago Booker T. Washington strongly advocated the pursuit of technical training and technical jobs for black students. In more recent

times his position has been made to seem all wrong. In fact, what has happened is that the other extreme is pursued--that which is often interpreted to mean that success and respectability can only be attained if one pursues a college degree and a highly academic profession. What we really need is full acceptance of technical, labor and professional pursuits. Why must black citizens pursue only one or the other direction? Why not both?

I recall another example of a janitor in Langston Hall at Virginia State College who dressed in his finest suit to come to work each day. He changed to his dungarees in his work closet. He brought his clothes in an attache case, not a bag. It is interesting to note that his neighbors thought that he worked in the Dean of Men's Office.

I often encounter young men who could not be successful in academic areas and who also do not possess technical competencies go without and refuse "skilled" jobs because of the social stigma attached to doing "dirty work." I have seen young men go to construction sites for jobs dressed in Bannister shoes, a dress hat and Banlon shirts. They seldom were employed because the employer strongly suspected that their attitudes about work were bad and that they would spend too much time trying to keep neat and clean.

It seems clear that, in such a social and educational environment where going to work in khakis and overalls is so stigmatized and looked down on, we will always have a shortage of black people in vocational education to fill the teaching and leadership jobs. Likewise, we will remain in short supply in the technical jobs where people get their pants, faces and fingernails dirty.

What we need is a more intensive programmatic effort directed to restoring dignity, respectability, and acceptability to skilled labor. After all, if students in elementary and secondary schools refuse to enter vocational and technical fields, recruitment in terms of finding the trained bodies will meet limited success.

I propose that our governments, schools, churches and community organizations need to launch a carefully designed effort to restore the "dignity in work" concept so people will no longer feel bad about their "dirty" sources of economic support. Both elementary and high schools should be providing more information about a wide range of vocational and technical occupations and the skills required to enter and progress in these varied fields. In addition, they should provide numerous opportunities for students to acquire introductory skills in a variety of areas. Students, when possible, should also be provided opportunities to develop entry level skills to vocational areas.

This orientation and these skills may be enhanced through work-study experiences, co-op programs and a wide, wide range of work related approaches to educating the child.

When this has happened, we can recruit highly trained persons who can take the lead in vocational and technical education in the federal and state governments, in schools and universities, and in business and industry.

STRATEGIES IN IDENTIFYING, RECRUITING, AND RETAINING BLACK AMERICANS IN VOCATIONAL EDUCATION

Bertran F. Wallace
Associate Superintendent
Boston Public Schools

I would like to share with each of you some concerns about student recruitment for vocational programs. In dealing with these concerns I have very strong feelings about the employment needs, the interests of the student and the commitment the student will make in obtaining and wanting to pursue the chosen goals or objectives.

The first strategy is:

1. Utilize students as a resource. I feel this is the most productive method in getting students interested in pursuing vocational programs. Students have a way of communicating with each other. I imagine it is peer pressure or peer interest.

2. The provisional staff involved in Occupational Education should attend churches, synagogues, cathedrals and store front religious gatherings to talk about the importance of receiving skilled training on both secondary and post-secondary levels. Contact should be made with all ministerial groups.

3. Meetings should be scheduled with parent-teacher organizations, meet with them on a regular basis; even arrange for tearoom settings; private homes with parents and/or teacher groups.

4. Solicit support from your trade unions; obtain some commitment for advanced apprenticeship training for minority students. At least arrange to meet with trade union councils twice a week or more, if necessary, to bridge the gap between educators and union officials.

5. Visit schools. Participate in as many school programs as possible, spreading the good word about Occupational Education. Talk about Career Education in elementary grades as well as early secondary; use different techniques, such as the use of audiovisual presentations; students participation and any other activity that will turn students on.

6. Arrange monthly or quarterly meeting with the business community asking them to participate in assembly programs, getting jobs, serve as counselors opening up their businesses as a training laboratory for students.

7. Establish an articulation between the post-secondary institutions; encourage colleges and universities to advance grade for prior experience. Develop a similar concept with business and industry in becoming a partner with your representative high school. This process will encourage students to become involved in Occupational Education. And finally you should involve the Board of Education, School Committee and the Superintendent of Schools in providing the leadership in this endeavor, as well as participating in as many forums as possible.

BARRIERS TO EMPLOYMENT

E. T. Kehrer
Southern Area Director
AFL-CIO Civil Rights Department

In arguing before Congress for adoption of Title VII, AFL-CIO President Meany said this:

> Equal education has meaning only for those Negro children whose parents can afford to keep them in school. Equal access to housing has meaning only for those who can afford to buy. Equality in places of public accommodation is relevant only for those with money to spend. So it seems to us in the AFL-CIO that the vital issue, the chief among equals, is jobs.

That is as true today as it was when Mr. Meany said it in 1963, and its truth has been pointed up and underlined throughout the painful recessions of the 1970's.

The January, 1977 unemployment figures reveal an overall rate of 7.3%, with 12.5% black; among teenagers the rates are devastatingly high - 15.6% white male, 33.5% black male; 18.3% white female and 39.0% black female.

So serious is the teenage unemployment problem that the AFL-CIO Executive Council in its recent meeting called for a substantial increase in training and job funds for youth:

> Youth unemployment is a serious part of the total unemployment picture. Official statistics indicate that one out of every five teenagers and one of every three black teenagers is jobless. High unemployment for young Americans wastes human resources, breeds frustration and often leads to anti-social activity. Adequate job creation and training for all youth is essential for a constructive beginning to adult worklife. It is necessary, therefore, to significantly increase the nation's programs of training and employment for youth. The AFL-CIO reiterates its call for an immediate $2 billion expansion of such youth programs, particularly those oriented toward skill training and the development of good work habits. A number of existing programs can be increased substantially.

This is to indicate that the fundamental barrier for a black voc-ed graduate is facing a bleak economy, with little prospect for meaningful employment. We feel that the vocational educational system needs closer tie in to the job placement and job creation efforts being carried on by the Labor Department, CETA, and the Employment Service. All too often, voc-ed graduates are cranked out without regard to the job market or without linking that graduate to a job. This fragmentation constitutes a major barrier.

The voc-ed system needs to plug in industry and labor into planning, counseling, and placement. As matters stand now, no one has the responsibility of following through with the black graduate to a job. For example, if a voc-ed program is training carpenters, the carpenters graduates need to be placed in the local apprenticeship program, where the graduate can work on the job and secure the necessary related classroom instruction while doing so. A systematic linkage job by job, industry by industry, would eliminate serious barriers to good jobs.

Finally, discrimination in hiring still exists in American business and industry. The Federal agencies, such as EEOC, OFCCP, need to be strengthened and made more effective in bringing down the institutional barriers. Much more could be done by the Office of Education itself to see that the full range of vocational education options are available without regard to race, and that black educators and administrations are not discriminatorily screened out of careers in the voc-ed field.

GUIDANCE AND COUNSELING: IMPLICATIONS FOR INCREASING THE PARTICIPATION OF BLACK AMERICANS IN VOCATIONAL EDUCATION

Laurabeth H. Hicks
Director of Secondary Occupational Planning
and Senior Staff Associate for
Guidance and Counseling, BOAE
U.S. Office of Education

The following definitions of guidance and counseling are offered as compatible with the Vocational Development concept undergirding the Vocational Guidance and Counseling Section of the New Act.

> "Guidance is an integral and central, but specifically identifiable and accountable part of the total continuing education process. It is a comprehensive and developmental educational program responsible for assisting all individuals in developing positive self concepts, effective human relationships, decision-making competencies, understanding of current and potential life roles, settings and events and placement competencies to aid them in the transition from one setting to another. It also is responsible for assisting all individuals to understand and relate the meaning of the basic studies and occupational preparation to their present and future lives." (Taken from an unpublished paper on Guidance Definition by Norman Gybers.)

> Counseling is a process whereby a qualified counselor or guidance worker helps individuals and institutions to explore themselves--understand themselves--personalize their goals--prioritize their goals--identify and select alternatives and direction for achieving prioritized goals--develop programs or plans and taking action to realize the goal.

Each group is reminded that counseling and guidance has been used as a weapon for and against black people. In the light of its recognized importance the question is asked: "What should be the role of counseling and guidance in Increasing Black Participation in Vocational Education--or, does it even have a role in the greater inclusion of blacks in Vocational Education?"

A summary of the issues and needs in Guidance and Counseling which surfaced in the three workshop sessions are given below. The issues are listed in the following three categories: (1) Training of the Counselor, (2) Role of the Counselor, (3) Miscellaneous Issues and Needs in Guidance.

Issues and Needs in Guidance and Counseling

I. Training of the Counselor

1. What kind of preparation does one need to be a vocational counselor?

2. Counselors need to know about as well as to have had experiences in the world of work.

3. A review should be made of counselor education training programs to assure that counselors will receive skills needed to perform more effectively.

4. There needs to be a review of the counselor selection process.

II. Role of the Counselor

1. How does the vocational counselor's role differ from that of a general counselor? What does OE expect?

2. The counselor's role needs to be clarified--should he/she be a resource person to help students set goals and explore ways of attaining them?

3. What can be done to help parents, teachers, and students develop healthy attitudes toward work?

4. Counselors need to work with key persons, such as parents and teachers, to help them become aware of their negative attitudes toward vocational education and assist them in overcoming the stigmas attached thereto.

5. Counselors need to develop strategies and skills for working with youngsters in urban settings.

6. Should counselors have occupational data in their own repertoire to share with persons seeking information or should counselors know where to go to get occupational data and refer others to the source?

7. Counselors need to use occupational information in much more adequate ways.

8. How do you communicate to people that through the developmental process you can, in fact, assist students with self-understanding and decision making skills that will lead to meaningful job choices. All persons who are part of the team, including all significant adults in the child's life, need to understand this and need to understand their role in implementing these developmental processes.

9. Should guidance move from a broad focus on human development to a more narrow focus on career and/or vocational counseling?

10. Does counselor's role include steering students toward or away from certain job choices, or should the counselor assist students in exploring options and learning decision-making skills so that the student may make his/her choice?

11. Counselors should work as consultants to pupils, teachers, administrators, and parents.

12. Counselors need to use community resources, service organizations, advisory boards, and parent volunteers in the delivery of their services.

13. Counselors need to assist students in exploring occupations and options.

14. Counselors need to avoid an over injection of their feelings about a youngster's achievement level and permit students to dream as they seek to identify their goals, interests, etc.

15. Counselors need to intervene in the power structure to allow the realization of student options.

III. Miscellaneous Issues and Needs in Guidance

1. Counselors need to understand what vocational education is all about.

2. Vocational educators need to share information about their programs and offerings with counselors.

3. Efforts need to multiply so that guidance will not be considered an educational frill thereby being a victim of budgetary cuts.

4. As a result of completing a vocational education program, should job success be measured in monetary terms only?

5. Academic disciplines need to be related to the world of work.

6. Should vocational education be reviewed in terms of learning a skill and moving into a job or should it be reviewed more broadly to reflect a blend of academic and vocational education programs?

ISSUES AND STRATEGIES IN INVOLVING BLACK LEADERSHIP AT THE VARIOUS PARTICIPATORY AND/OR ORGANIZATIONAL LEVELS IN VOCATIONAL EDUCATION

Malvin M. Utleye
Executive-Secretary
Virginia Vocational Association

Any strategy concerning any issue should be a challenge for anyone in either joining or participating in that issue.

A basic reason should be stated along with objectives of the issue.

It should begin in the classroom where the student is preparing himself or herself for a vocational career. An enthusiastic teacher sets the student in motion.

The above statement would lead to a vocational competence that would not only involve the individual in educational processes concerning his or her particular choice in the vocational field but an understanding from the ground roots upward.

None of the roads that I will mention will be easy for instructors or students who are interested in a vocational area. The main issue and the main strategy is "hard work".

Thus it would be fitting here to say that a prospective vocational person whether in his or her particular field or in teaching a vocational subject they should have experience within the field that is being taught. (Vocational competence).

While gaining this information and experience they should become active in the professional organization from the local level to the national. This is the only method whereby the vocational leader can set the proper example for his/her peers or students. Notice I said active not just a dues paying member.

One of the greatest approaches to a strategy in the vocational world is to be able to say "I am a vocational person, I'm proud of it and I intend to support my profession as long as I live."

One of the greatest methods that can be used in any field is to be a part of it, contributing to it and resting on the laurels that it is a part of me and I helped to make it what it is today.

Move all strategic efforts toward the main objective of the vocational teacher, that move is toward the students, the children that we teach, your children and my children (everyone I ever taught became one of my own). Use your vocational knowledge in the best area known to man, a strategic approach in building up a human being and a living soul importing some of the knowledge that God has given us to strategically give our youth an understanding of the problems they will face and how to cope with them. Our youth is the greatest investment we have--the greatest method whereby we can help them is a dedicated vocational teacher who is proud of his calling and willing to give his or her all by passing on the talents to others.

Another strategy that we can use in the vocational field is to sponsor a youth organization be it VICA, DECA, FBLA, the Home Economics Youth organization, Industrial Arts, Future Farmers. The greatest thing about this is it will keep you young and able to give to youth the valuable experience that you have gained in life. You'll be so proud of these youngsters you'll burst out at the seams. I've been there, I know.

Through this strategy you are helping to develop a well rounded group of boys and girls that will make you proud of them as long as you live. Then you'll find that you are developing leaders in the community where you work.

Want to get noticed in your particular field? Enter that youth activity and you'll find mothers and fathers beating a path to your door. WHY? Because you are doing something for their greatest interest, their sons and daughters.

Parents have a way of recognizing those who do something for their children. Wouldn't it be a terrible thing if you went through your vocational careers and couldn't prove that you'd done a single thing for anyone? I'm afraid that many of us should check up on our strategies. What have we done?

As times are changing, you must remember that we too must change and improve ourselves. That is another strategy. We improve our knowledge by getting further instruction and knowledge within our particular vocational field. Schools are all over the country with competent teachers who are available to all of those who want to learn more in order to teach more. If we don't learn more from year to year we cannot teach more. One of the greatest thrills we can receive is gaining day by day the things that will strategically give us a little more insight to the training of youth and us the thrill that we are improving ourselves.

Leadership is one of the outstanding strategies that exist in any vocational field, therefore we should strive to perfect our own positions within the community where we work for it is here that we are seen from day to day and come in contact with students, employers, parents, leaders and law makers who are looking with a critical approach at everything. Anyone in the field of vocational education seems always in the fishbowl and can be seen as to results and all future endeavor. We don't have to wait a lifetime to see the results. We should be very careful to be sure that we are making an honest straightforward approach to everything that we do in the vocational field.

The participation of the black vocational teacher (educator) is one of the most important in the community because of his or her improved educational techniques and direct contact with the student more than at any other time in their lives. They have been outstanding in their respective fields and are exuding the leadership that I just spoke about. Some of the most outstanding vocational teachers of the decade are now working with the students of Virginia. (I know, I've worked with them.) For that reason alone I would say that their position may be challenged, don't let anything interfere with your work. This is at the college, and high school levels.

These places of leadership should be from the local to the national levels.

One outstanding piece of strategy is to be sure that your law making bodies from the smallest town to the national levels be informed of the work being done. That is how people will find out about your good work. The strategy is carried from these points to others throughout the nation. Don't hide your chandle under a bushel.

Wherever you are working with your vocational guidance teachers, they are in a position to know who needs your assistance. And one of the greatest strategical moves is to give a helping hand to anyone who desires it. You can never fail in aiding someone who asks and receives help.

Be in a position to answer questions about your particular vocational field or education or be prepared to find the information if it is new or direct the questioner in the right direction. You should know more about your field than any other educator.

One of the main strategies is to be able to throw off disappointment they'll come and only you can cope with them, be ready.

Draw attention to your work, especially to the highly productive phase of the work. You and you alone can identify this since you are doing it.

Know all that you can about the vocational legislation of the congress, the general assembly of your own state and all ordinances at the local level. Only then can you justify your applications, funding, and aids from any level.

Be sure that these findings and applications will take care of Black Americans in the vocational field. If not go to work and find out why.

Talk to your legislators at all levels and see where they stand on the position of Black Americans in vocational education. Sometimes they are unacquainted with factors that would be advantageous to the Black American vocational educator.

Be sure that there is no discriminatory activities evident in your area, if there is, contact your authorities in charge of this area and see that it is eliminated.

Be sure that there is no sex bias evident. This could be the stone in the foundation that would tumble the entire building.

Be sure that compliance with the civil rights laws are abided in wherever you are, and report anything that you think is damaging to the cause of the participation of Black Americans in any phase of Vocational Education.

Be sure that your college or university is giving you the training that is necessary for you to contribute your best in vocational education.

The instructors of Vocational Education within our colleges should be improving the ability of the Black American Educator at all times. This is the key to the educator having the proper education as he or she enters the field of Vocational Education.

Keep up to date in all vocational education legislation. Your knowledge in this respect will make you stand out in all phases or be completely forgotten about.

ENTHUSIASM is one of the key words for the Black American to use within his educational field. It's like a case of "measles" everyone catches it, and it is one of the greatest methods whereby you can put over your ideas.

Talk about your career, brag about it, push it on every corner and you will find that you will be like the Pied Piper of Hamlin, they'll follow you around and they'll think that you are the "greatest". And let me tell you something, you're the only one that can do it.

A big S is strategy is the overall word called stick-to-it-tiveness. You can never succeed by resting too much, loafing or giving up. This has been a proven factor since time began.

Perhaps the greatest of all the strategies was exemplified by the MASTER TEACHER who walked by a little Oriental sea twenty centuries ago. In three short years he won more followers than anyone that ever walked the face of the earth. He said that love for our neighbors was one of the greatest of all commandments. I'll say this, you can never teach anyone unless you show that you love them, then and then only will they learn. It's up to all of us to prove this position regardless of creed or color.

ISSUES AND STRATEGIES IN INVOLVING BLACK LEADERSHIP AT THE VARIOUS PARTICIPATORY AND/OR ORGANIZATIONAL LEVELS IN VOCATIONAL EDUCATION

Fred Singleton
President, Georgia Vocational
Agriculture Teachers' Association

Harland Randolph
President, Ed-Comment
Washington, D.C.

Sufficient power and authority must be mobilized and directed at decision points to increase black participation in vocational education programs.

Participation at the local level includes having blacks actively involved in all aspects of the vocational education system and insuring that vocational education programs meet needs of the black community. Both representation and results will stem from effective participation, but this requires planning and evaluation that is based on measurable goals and objectives such as the number of persons hired or a reduction in unemployment.

The power and authority required to bring about representation and results comes from a combination of system procedures and external pressures.

Conventional means of bringing about participation should be used to the limits of their usefulness. Administrative policy and procedures, legislation, the courts, the ballot box, influencial persons and earmarked funds are among the means that most communities have used.

These conventional sources of power and authority can be made more effective when other sources of influence and control are used at the

same time. Other sources can be utilized by actions such as organizing professionals in vocational education into a group that can speak for the interests of blacks in vocational education, mobilizing persons who make money by providing services to vocational education programs so that they can influence political and governmental structures, and establishing vocational education evaluation teams that can assess the effectiveness of programs for blacks in selected communities.

An organization of professionals in vocational education could provide a mechanism for influencing political and educational structures, pooling individual resources, and providing up-to-date information on what must be done and why. An organization has the additional advantage of providing "the power structure" with a recognized entity and person so that changes can be negotiated when "irresistible demands" are presented.

Frequently students, parents, instructors, counselors and similar groups cannot bring about reasonable and desirable changes because they cannot finance their effort, sustain their campaigns, or get enough people involved in support of the issues. In contrast, architects, contractors and consultants are willing to finance and provide professional staff to influence legislation and administrative regulations that affect their business. If it is possible to tie their business opportunities to the interests of the black community, it would be possible to form a coalition that could be mutually beneficial.

Most educational systems are responsive to associations and groups that set standards and that make professional evaluations. Using this characteristic, it should be possible to improve the responsiveness of a local vocational education program to blacks by an assessment of the programs.

The assessment would be conducted by a highly professional team. The evaluation of the program's impact on the black community would be made known to the proper authorities and to the general community.

Participation at the community level and other levels of society rests on individual effort, but the effect of an individual's efforts are multiplied to the extent that a person can join with others to bring about increased participation of blacks in vocational education programs.

NEW VOCATIONAL EDUCATIONAL LEGISLATION: IMPLICATIONS FOR INCREASING BLACK PARTICIPATION IN VOCATIONAL AND TECHNICAL EDUCATION

Reggie Petty
Executive Director
National Advisory Council on Vocational Education

William Young
Assistant to the Deputy Commissioner
Bureau of Occupational and Adult Education
U.S. Office of Education

Ladies and gentlemen, it is a pleasure for me to have this opportunity to brief you on, not only the content of the new Vocational Education Act, but the process that the state agency must pursue to implement it. The content will be covered using an audio-visual presentation prepared by the Office of Education. This simply describes what is contained in the Act. After this presentation, I will describe, in some detail, the new activities which are authorized for the first time, and also mention briefly those activities which, although authorized before, have not been previously funded.

One of the reasons for emphasis on these items is their relevancy to the youth unemployment crisis we are experiencing and the applicability of these activities to the effort to solve it. I will return to this later.

First, we will see the audio-visual presentation. (Film.)

Now, as I said earlier, the film is designed to give you a quick overview of the content of the Act. As you could see, the Act continues the existing vocational education programs, permits, and in fact, gives priority to the use of Federal funds for new emerging programs and continues work-study and cooperative vocational education. Construction of area vocational schools and the construction and operation of residential vocational schools continue as authorized activities under

the basic grant program. There is, however, a significant difference in the way states can use their basic grant funds. There is no required separate allocation among the various categories. With a few exceptions, the states can decide what amount, if any, they will spend on an authorized category.

Among the new activities under the basic grant is the energy education program which authorizes grants to postsecondary institutions to carry out programs for the training of miners, supervisors, technicians (particularly safety personnel) and environmentalists in the field of coal mining and coal mining technology including the acquisition of equipment necessary to conduct such programs.

Secondly, each State participating shall assign full-time personnel to assist in creating awareness of programs to reduce sex stereotyping, to monitor enforcement of laws prohibiting sex discrimination, and to gather related data. Each State is to reserve $50,000 from the basic grant for these purposes.

Indians--the Commissioner is to reserve funds, not to exceed 1% of the basic grant appropriation for vocational education contracts with Indian tribes and Indian organizations and for programs to be operated by the Bureau of Indian Affairs. Although this new program serves Indians only, it is an example of a series of activities in this Act which address a special need or a special group. I leave it to you to decide the merit of this type of authority, but it is, to some extent, a different approach to legislation.

This Act, also for the first time, authorizes the payment of stipends for students who have acute needs which cannot be met by other programs. I believe this is the first time, in any legislation, that stipends have been authorized for secondary students. It also authorizes placement services for students which could be performed by the schools.

Another new activity is the support services program for women who enter programs designed to prepare individuals for employment in jobs which have traditionally been limited to men, including counseling, orientation, job development and job follow-up services.

Day care for children of secondary and post-secondary vocational programs are authorized. Also, programs for former homemakers, single heads of households, current homemakers and part-time workers, women in traditional female jobs and men in traditional male jobs who want to get into jobs that are non-traditional for their sex, and the construction and operation of residential vocational schools are authorized. Obviously, these new activities have serious implications for Blacks and other minorities.

Two new activities are authorized in the Basic Grant Program and/or Program Improvement and Supportive Services. These are programs to eliminate sex-role stereotyping and counseling and guidance. Twenty (20) percent of the funds available to a State for Program Improvement and Supportive Services shall be used to support guidance and counseling, including initiation, implementation and improvement of guidance programs, counseling children and youth, educational and job placement, training for counselors, counseling offenders (youth and adults), counseling persons of limited English-speaking ability, establishing resource centers and leadership for vocational guidance and exploration programs.

Obviously, these are important programs and services for the Black community and I urge you to return to your communities, become familiar and knowledgeable about these authorities and insist that relevant programs be instituted and sustained in your community.

Also, under National Priority Programs--each State must allocate 10% of its allotment to pay 50% of the cost of vocational programs for the handicapped; 20% to pay 50% of the costs of programs for the disadvantaged, for persons with limited English-speaking ability, and for stipends for students with acute economic needs which cannot be met under other programs; and 15% to pay 50% of the cost of postsecondary vocational programs.

We have had authority for programs for the disadvantaged for sometime, but I am not sure that Blacks have taken full advantage of this authority or have forced the kind of application of the funding to their full advantage. To continue to make that mistake is disastrous.

Probably the most significant program authorized by the new Act is the Special Program for the Disadvantaged. In this Act, it has its own line item authorization. It is styled, Subpart 4--Special Programs for the Disadvantaged, Section 140. Thirty-five million dollars is authorized in FY '78 increasing to $50 million in FY '82 for grants to States for special programs for the disadvantaged in areas of high youth unemployment and school dropouts. The funds are distributed by the Basic State Grant formula. These projects are to receive 100% Federal support.

You should concentrate great effort to this portion of the Act, not only at the local level, where decisions will be made relative to how the funds will be used, but more importantly at the State level, where decisions will be made as to where, within a State, the funds will go, and what will be the "trigger" that will make a community eligible to receive funds. For example, if the funds are disbursed throughout a State on a per capita basis, very little impact will be realized.

Finally, Subpart 4--Emergency Assistance for Remodeling and Renovation of Vocational Education Facilities is important for Black communities. Twenty-five million dollars is authorized for FY '78, increasing to $100 million in FY '82 for grants by the Commissioner to both rural and urban local educational agencies which are unable to provide vocational programs to meet manpower needs because of the obsolescence of their facilities or equipment. Grants can be used to support 75% of the costs of modernizing such facilities, up to 100% in cases of extreme need, and the cost of changes necessary to comply with the Architectural Barrier Act.

To implement this Act, a State must actively involve representatives of various agencies including the State Manpower Services Council and the State Advisory Councils on vocational education. The membership of these two councils must have appropriate representation of both sexes, appropriate representation of racial and ethnic minorities, and appropriate representation of all geographic areas of a State. There you should have adequate impact upon the development of the State plan and the implementation of the Act. However, you should resolve to return to your respective States and work to assure that Blacks are appropriately represented on State council, local councils and are, in fact, selected as representative to be involved in the preparation of the State plans.

Finally, I would be derelict in my duty if I did not acknowledge the work of a number of Blacks who participated in the writing of specifications for this new legislation and who testified before legislative committees and who worked in the background to get this legislation passed. Certainly Reginald Petty, Executive Director of the National Advisory Council on Vocational Education and my co-presenter here today deserves great credit,

not only for his personal effort, but his ability to get others, both Black and white to support his point of view. Also, Ben Whitten of the Large Cities Directors of Vocational Education and his Black colleagues and our two Black State Directors (Michigan and District of Columbia) should be congratulated for their leadership in this area. I doubt seriously if the authorization for Renovation and Remodeling of Vocational Facilities in urban and rural schools, stipends for vocational students, day care services for children of vocational students, special services for former homemakers, single heads of households, part-time workers, or the Special Program for the Disadvantaged in areas of high youth unemployment and dropout would have been authorized without the work of these individuals and the organizations they represent.

Let us resolve to be even more active, and hopefully, even more effective the next time around. I urge each of you to keep yourself informed and then inform your organization or agency and your lawmakers at the local, state and national level where you stand on the issues. This is the only way we can assure increased participation by Blacks in Vocational Education.

A STATE APPROACH TO RECRUITING BLACK AMERICANS IN VOCATIONAL EDUCATION STRATEGIES AND PROBLEMS

B. W. Robinson
Assistant Commissioner
Missouri State Department of Education

The recruitment of minority individuals for positions in the State Department of Elementary and Secondary Education in Missouri has been of real concern for the past several years. The Commissioner of Education and the State Board of Education have given strong emphasis to the need for recruitment of minorities into positions. Standards have not been lowered, but an active effort has been made to recruit. At each monthly meeting of the State Board an analysis is given of employment and particular stress is made on the State Board's plan for affirmative action.

The Department now advertises positions which are open in at least four metropolitan papers in our state. One of these has a high concentration of black leadership. Printed announcements of positions open are also sent to public and private institutions in the state. Selected institutions outside the state where minority enrollments are high are also sent announcements of positions which are open. Various agencies concerned with employment of minority groups are also advised.

Early in our efforts to extend the opportunities for employment, members of the staff visited placement offices within the state and outside the state in an effort to advise them of Missouri's concern in this area and the opportunities for employment in the Department of Elementary and Secondary Education. Important contacts were made with individuals particularly in out-of-state institutions so that we might obtain contacts with individuals in need of employment. The results of the effort in the past and the continuing efforts are proving effective.

The recruitments of blacks and women in particular to administrative positions has been meaningful. In all cases the individuals who have been employed have met the standards for the position and, therefore, command respect among their peers and with the people with whom they work out in the field.

SPECIAL RESEARCH REPORT

HOW ARE BLACK VOCATIONAL GRADUATES MAKING OUT IN THE WORLD OF WORK

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I. BACKGROUND

During the period from 1970 to 1975, ESRI designed, developed, and operated for the Pennsylvania Department of Education a computer-based Vocational Education Management Information System.

The VEMIS System, as it was called, required all vocational students to be individually registered into the system shortly after they began their vocational curriculum. It tracked them as individuals up to the point of program completion or termination prior completion. In the Fall all completors and terminators were the subject of a followup mail survey. Such surveys were conducted annually for the five years, covering the Class of 1970 through the Class of 1974.

Three characteristics of these surveys relate to the data herein reported:

1. All graduates/completors were surveyed. We did not sample who was to be surveyed. This was done so we could make reports to the more than 700 Pennsylvania secondary schools whose participation in the VEMIS System was required. Thus, the results of these surveys can't be attacked on the basis of disagreement with a sampling procedure.
2. The surveys were conducted in a manner that prevented the possibility of LEA personnel influencing the survey outcomes. ESRI conducted the survey, starting with a master file of students reported as completors via the VEMIS System. All data collection and processing was done by ESRI personnel. (See specimen questionnaire.)

3. Sex and race of graduates was already on file. The computer-printed survey questionnaires were automatically coded with the sex and race of the former student to which the quesionnaire was addressed. Thus, the survey results could be analyzed by sex, race, and other student characteristic variables.

These set of conditions made it possible to provide a five year set of data about how blacks make out in vocational education. There is no comparable body of data anywhere. Hence, our findings should be of particular interest to participants of the National Conference on Increasing the Participation of Black Americans in Vocational Education.

II. THE SURVEY FINDINGS

Time constraints make it impossible to cover all the data provided by these surveys. I will limit myself to the data that is most relevant to the issue of the conference, namely:

1. What is the employment status of black graduates after they have completed their vocational programs?
2. What is the status of black graduates with respect to placement in the field for which trained?
3. What kind of jobs do the black graduates get when they do not obtain jobs in the field for which trained?

POST-SCHOOL EMPLOYMENT STATUS

Table I indicates the percentages of graduates in each category of post-school status, i.e., employed full-time, employed part-time, etc., over a five year period. The percentages shown are based upon the total number of graduates who indicated their "present status" on the survey questionnaire.

TABLE I. POST-SCHOOL STATUS OF BLACK AND WHITE VOCATIONAL GRADUATES

(VALUES ARE PERCENTAGES BASED UPON TOTAL RESPONDENTS)

POST-SCHOOL STATUS AT TIME OF SURVEY	BLACK GRADUATES					WHITE GRADUATES				
	1970	1971	1972	1973	1974	1970	1971	1972	1973	1974
EMPLOYED FULL-TIME (NO COLLEGE/NO SCHOOL)	32	28	29	30	21	50	53	56	59	54
EMPLOYED PART-TIME (NO.COLLEGE/NO SCHOOL)	6	6	6	5	6	5	6	6	5	6
UNEMPLOYED, SEEKING (NO COLLEGE/NO SCHOOL)	21	28	25	33	36	8	9	8	9	13
UNEMPLOYED, NOT SEEKING (NO COLLEGE/NO SCHOOL)	2	2	1	3	1	1	1	1	1	1
COLLEGE/SCHOOL FULL-TIME	27	20	23	18	23	23	17	15	15	16
COLLEGE/SCHOOL PART-TIME	7	5	5	3	6	5	3	2	2	2
MILITARY SERVICE	4	6	6	5	5	7	8	6	6	5
OTHER THAN ABOVE	1	5	5	3	2	1	3	6	3	3

Several conclusions can be drawn from the data presented in Table I:

1. Slightly less than one-third of the black graduates are employed full-time at the end of the year in which they have graduated.
2. The median percentage of black "unemployed, seeking work" is 28%, the same as the median percentage "employed full-time".
3. About 20 to 25% of the black graduates continue full-time in college or school other than college after graduation.
4. The percentage of black graduates responded as "unemployed, not seeking work" is negligible.
5. There are substantial black-white graduate differences with respect to (1) full-time employment, (2) college and school attendance and (3) unemployment status.

The most discouraging aspect of the black data is the absence of an improvement trend. There is no evidence that the employability of black graduates is getting better. Given the low level of employability for black graduates revealed by the data, one must seriously question the expansion of black enrollment in vocational programs under the present conditions.

Tables 2-7 provide the same type of data for specific program areas such as:

- Trade and Industrial
- Technical Occupations
- Distributive Education
- Business Education
- Health Occupations
- Home Economics (Gainful)

RELATEDNESS OF EMPLOYMENT
TO VOCATIONAL CURRICULUM

The J.F. Kennedy Commission on Vocational Education expressed the conviction that the acid test of vocational education was placement of graduates into the

occupations for which trained or significantly related occupations. That yardstick has continued to reflect the intent of Congress through the years since the Vo-ed Act of 1963.

In ESRI surveys, the graduates are asked to indicate whether their present full-time job is:

1. The same occupation studied.
2. A highly related occupation.
3. A slightly related occupation.
4. A completely different occupation.

Graduates who answer 1 or 2 are considered to be in the field for which trained. Those who answer 3 or 4 are considered to be out of the field for which trained.

Table 8 gives the results of five annual surveys on this issue. The percentages are for numbers of graduates who indicated placement into the fields for which trained as defined above. The percentages in this table are based upon the number of graduates available for employment. That number is the sum of those (1) employed full-time, (2) employed part-time and (3) unemployed but looking for work. Excluded from the percentage base are those not available for employment because of college or school attendance, military service or other reasons.

Several generalizations can be drawn.

1. Of those available for employment, the percentage black graduates who find employment in the field for which trained ranges from a program median low of 9% (Home Economics) to a program median high of 16% (Business Education), with a combined program median of 13 percent.
2. Comparable median percentages for white graduates are two to three times greater, depending upon the type of vocational program.

TABLE 8. STATUS OF EMPLOYMENT IN FIELD OF STUDY

TYPE OF VOCATIONAL PROGRAM	RACE OF GRADUATE	REPORTED SELF EMPLOYED IN FIELD OF STUDY (PERCENTAGES BASED UPON AVAILABILITY FOR EMPLOYMENT)*				
		1970	1971	1972	1973	1974
TRADE & INDUSTRIAL	BLACK	13	7	9	15	10
	WHITE	31	31	36	41	37
TECHNICAL	BLACK	10	8	13	14	14
	WHITE	18	19	23	34	34
DISTRIBUTIVE	BLACK	10	8	16	9	7
	WHITE	22	26	26	28	23
BUSINESS EDUCATION	BLACK	17	10	24	16	11
	WHITE	42	30	36	39	35
HEALTH OCCUPATIONS	BLACK	0	8	10	10	9
	WHITE	33	31	33	35	36
HOME ECONOMICS OCCUPATIONS	BLACK	4	9	9	13	6
	WHITE	15	19	22	23	22
ALL PROGRAMS COMBINED	BLACK	13	8	15	14	10
	WHITE	30	28	32	36	32

* INCLUDES (1) EMPLOYED FULL-TIME, (2) EMPLOYED PART-TIME & (3) UNEMPLOYED, LOOKING.

3. There is no evidence of an improvement trend for either black or white graduates over the five survey years.

It appears that when black vocational graduates do find full-time employment, the odds are that such employment will not be in the fields for which they have been trained. This is shown more clearly in Table 9.

Table 9 provides the same type of percentages recalculated on the basis of those already employed full-time when surveyed. The quesion is, "Of those graduates employed full-time, what percent are employed in their field of study?".

A look at the "all programs combined" data tells the basic story. Slightly more than one third of the black graduates employed full-time are employed in the occupations studied or a highly related occupation.

Such findings raise some doubts about the advisability of expanding black enrollment in secondary vocational programs under the existing conditions which are responsible for these results. Unless vocational educators face up to the problems that are responsible for these results, we can only expect more of the same.

BLACK EMPLOYED OUT OF FIELD:
ANALYSIS OF THEIR JOBS:

The question is, what kinds of jobs do the blacks hold that are not in their field of study? Perhaps such jobs are equally good, from the standpoint of economic present and future, as the jobs related to their courses of study.

Our Pennsylvania data is unanalyzed on the basis of race on this question. However, the data is an EDP tape and could be so analyzed. Therefore, we must turn to an earlier study: Project Metro: Effectiveness Evaluation Data for Vocational Education in Major U.S. Cities.

What follows is a copy of the text from that study that bears on this issue.

TABLE 10, STATUS OF EMPLOYMENT IN FIELD OF STUDY

TYPE OF VOCATIONAL PROGRAM	RACE OF GRADUATE	REPORTED SELF EMPLOYED IN FIELD OF STUDY (PERCENTAGES BASED UPON TOTAL GRADUATES)				
		1970	1971	1972	1973	1974
TRADE & INDUSTRIAL	BLACK	9	5	7	12	8
	WHITE	23	23	29	34	30
TECHNICAL	BLACK	5	5	6	6	8
	WHITE	11	13	16	23	24
DISTRIBUTIVE	BLACK	8	6	6	7	5
	WHITE	18	24	20	22	18
BUSINESS EDUCATION	BLACK	13	8	16	11	8
	WHITE	35	23	27	30	26
HEALTH OCCUPATIONS	BLACK	9	6	8	7	6
	WHITE	22	21	23	24	24
HOME ECONOMICS OCCUPATIONS	BLACK	6	7	7	11	4
	WHITE	10	12	14	15	15
ALL PROGRAMS COMBINED	BLACK	10	6	10	10	7
	WHITE	22	22	25	29	26

TABLE 9. STATUS OF EMPLOYMENT IN FIELD OF STUDY

TYPE OF VOCATIONAL PROGRAM	RACE OF GRADUATE	REPORTED SELF EMPLOYED IN FIELD OF STUDY (PERCENTAGES BASED UPON TOTAL EMPLOYED FULL-TIME)				
		1970	1971	1972	1973	1974
TRADE & INDUSTRIAL	BLACK	31	17	23	33	32
	WHITE	44	43	47	52	50
TECHNICAL	BLACK	20	24	23	29	29
	WHITE	34	30	34	47	51
DISTRIBUTIVE	BLACK	28	24	41	32	32
	WHITE	37	41	40	42	40
BUSINESS EDUCATION	BLACK	38	26	52	42	44
	WHITE	60	46	51	54	55
HEALTH OCCUPATIONS	BLACK	--	33	29	29	43
	WHITE	49	46	50	52	61
HOME ECONOMICS OCCUPATIONS	BLACK					
	WHITE					
ALL PROGRAMS COMBINED	BLACK	32	22	37	35	36
	WHITE	46	41	46	50	50

TYPES OF JOBS HELD BY THOSE
EMPLOYED OUT OF THEIR FIELD

Let's now turn to another issue. What types of jobs are held by those whom we agree are employed out of their field? Do the job titles held reflect that their career opportunities are better, worse or about the same as those employed in their field? Do the job titles reported reflect unskilled, semi-skilled or skilled type of work? Could such jobs have been obtained without the benefit of vocational education? These are important questions to raise because of our findings that 55 percent of the full-time employed Class of '70 graduates were employed out of the field for which trained.

Let's return to Table 3.4. It lists the jobs held by 100 male, white graduates. Each job title was rated either (1) unskilled or semi-skilled, (2) skilled, (3) trainee or (4) not classifiable. The job titles are coded so that the reader may check our judgments. On that basis, we found 79 cases to be unskilled or semi-skilled jobs that could have been held without the benefit of vocational education. Moreover, the nature of the jobs held represents, in general, a diminished career potential over what would have been the case had the graduates obtained employment in the field for which trained.

Let's take a further look at the issue as it relates to black graduates. Table 3.5 lists the jobs held by 100 black male graduates. Each title was rated as indicated above. On that basis, we found that 84 held unskilled or semi-skilled jobs, 9 held skilled jobs, 4 were trainees and 3 could not be classified. On this basis, we generalize that between 80 to 85 percent of the black males employed out of the field for which trained are employed in unskilled or semi-skilled jobs that could have been obtained without the benefit of vocational education. We can't escape the unpleasant conclusion that if black graduates can't find employment in the field for which trained (Only 28% of the employed black males were

VOCATIONAL CURRICULUM	JOB TITLE PRESENT JOB
Auto mechanic	Stock clerk 1
Electrical	Laborer 1
Sheet metal	Factory worker 1
Electronics technician	Factory worker 1
Electronics technician	Manager trainee 3
Auto body & fender	Laborer 1
Auto body & fender	Kitchen helper 1
Auto mechanic	Busboy 1
Auto mechanic	Bottler 1
Distributive education	Messenger 1
Distributive education	Factory Worker 1
Electronics technician	Baker (factory) 1
Electronics technician	Roofer 2
Tool & die design	Laborer 1
Carpentry	Sexton 1
Auto mechanic	Carpet cutter 1
Auto mechanic	Dairy employee 1
Drafting	Clerk 1
Drafting	Factory worker 1
Drafting	Stockboy 1
General clerical	Asst. restaurant mgr. 3
General clerical	Photo developer 2
General clerical	Chauffer 1
Acct./bookkeeping	Grounds keeper 1
Acct./bookkeeping	Mail clerk 1
Woodworking	Factory worker 1
Patternmaking	Assembler 1
Welding	Butcher 2
Electricity	Produce market 1
Drafting	Meter reader 1
Radio/television	Mailroom clerk 1
Plumbing	Janitor 1
Drafting	Truck driver 1
Welding	Pressman 2
Electrical	Sales clerk 1
Drafting	Painter 2
Plumbing	Vending machines 1
Food trades	Printing apprentice 3
Welding	Furniture store 1
Woodshop	Auto mechanic 2
Drafting	Appliance repair 2
Electronics	Laborer 1
Metal trades	Fork lift operator 1
Electrical	Welder 2
Instrumentation technol.	Clerk 1
Drafting	Baker 2
Machine shop	Stockboy 1
Tool & die making	Sales representation 1
Data processing	Copy boy - newspaper 1
Electrical	Sales clerk 1
Industrial chemistry	Laborer 1
Electrical	Stock boy 1
Drafting	Material stocker 1
Cabinetry	Deliveryman 1
Printing	Errand boy 1
Machine shop	Laborer 1
Food trades	Clerk 1
Welding	Meatcutter 2
Welding	Order filler 1
Electronics	Dockman 1
Machine shop	Meatcutter 2
Horticulture	Salesman 1
Printing	Truckdriver 1
Drafting	Truckdriver 1
General clerical	Painter 2
Bookkeeping	Laborer 1
Patternmaker	Mailboy 1
Electronics, industrial	Shipping clerk 1
Auto body	Brick mason 2
Distributive education	Assembly worker 1
Industrial electronics	Laborer 1
Machine shop	Police dept. 4
Mill/cabinetry	Scrap iron handler 1
Auto body	Construction laborer 1
Air conditioning	Surveyor 2
Carpenter	Fork lift driver 1
Drafting	Dry cleaning 1
Radio/television	Offset printing trainee 3
Machine shop	Work in storeroom 1
Drafting	Warehouse worker 1
Auto body repair	Fenceman 1
Aviation occup.	Duplicator 1
Electrical	Factory work 1
Machine shop	Stockboy 1
Drafting	Laborer 1
Metal trades	Gas station attendant 1
Agriculture	Warehouse worker 1
Drafting	Sheet metal worker 2
Mill/cabinetry	Mechanic 4
Printing	Deliveryman 1
Drafting	Waiter 1
Auto body repair	Porter 1
Machine shop	Work in store room 1
Drafting	Receiving clerk 1
Metal trades	Receiving clerk 1
Electrical	Factory work 1
Radio/television	General maintenance 1
Agriculture	Meter reader 1
Electrical	Produce worker 1
Auto mechanic	Sheetrock finisher 4

TABLE 3.4 COMPARISON OF VOCATIONAL CURRICULUM STUDIED AND TITLE OF JOB PRESENTLY HELD BY 100 RANDOMLY SELECTED WHITE MALE GRADUATES EMPLOYED OUT OF THEIR FIELD OF STUDY. Rated unskilled or semi-skilled (1); Rated skilled (2); Rated trainee (3); and rated not classifiable (4).

VOCATIONAL CURRICULUM	JOB TITLE PRESENT JOB	VOCATIONAL CURRICULUM	JOB TITLE PRESENT JOB
Equipment repair	Messenger 1	Auto mechanic	Porter 1
Air conditioning	Stockman 1	Bookkeeping	Service station 1
Aircraft occupations	Mail sorter 1	Machine shop	Truck driver 1
Electrical	Police trainee 3	Drafting	2nd class helper 1
Food trades	Stock clerk 1	Electronics	Frameman 4
Plumbing	Stock boy 1	Mill/cabinetry	Mail clerk 1
Radio/television	Maintenance helper 1	Food trades	Clerk 1
Diversified coop	Mail carrier 1	Upholstery	Tobacco worker 1
Mill/cabinetry	Delivery truck 1	Business machine repair	Clerk 1
Commercial art	Messenger 1	Drafting	Shipping clerk 1
Electrical	Carpet cutter 1	Equipment repair	Postal clerk 1
Auto body repair	Truck driver 1	Bookkeeping	Model cities agent 1
Machine shop	Shoe salesman 1	Auto mechanic	Tree trimmer 1
Bookkeeping	Porter 1	Drafting	Leafer operator 1
Drafting	Butcher 2	Printing	Food clerk 1
Welding	Warehouse worker 1	Machine shop	Porter 1
Distributive education	Mailman 1	Business education	Messenger 1
Bookkeeping	Stock man 1	Data processing	Stock clerk 1
Data processing	Laundry man 1	Electronics	Grocery clerk 1
Electronics	Factory work 1	Mill/cabinetry	Porter 1
Printing	Laborer 1	Bookkeeping	Stock clerk 1
Auto mechanic	Garbage collector 1	Machine shop	Police cadet 3
Appliance repair	Common laborer 1	Electronics	Parking attendant 1
Drafting	Mail clerk 1	Distributive education	Police cadet 3
Auto mechanic	Teamster 1	Auto mechanic	Meat cutter apprentice 3
Food trades	Machine operator 4	Bookkeeping	Warehouse man 1
Mill/cabinetry	Tobacco worker 1	Drafting	Programmer 2
Tailoring	Clerk 1	Machine shop	Coin collector 1
Plumbing	Laborer 1	Electrical	Porter 1
Electrical, industrial	Clerk 1	Printing	Model cities agency 1
Bookkeeping	Post office clerk 1	Drafting	Packer 1
Drafting	Assistant cook 2	Printing	Warehouse worker 1
Welding	Porter 1	Food trades	Mail helper 1
Auto body repair	Factory worker 1	Distributive education	Machine operator 1
Business mach. repair	Distributor 1	Auto mechanic	Welder 2
Distributive education	Supply clerk 1	Carpentry	Government worker 4
Masonry	Auto attendant 1	General clerical	Factory worker 1
Air conditioning	Oil salesman 1	Machine shop	Truck driver 1
Drafting	Messenger 1	Electronics	Factory worker 1
Welding	Furniture mover 1	Mill/cabinetry	Clerk 1
Food trades	Laborer 1	General clerical	Shipwright 2
Graphic arts	Sales clerk 1	Drafting	Meat cutter 2
Carpentry	Packer 1	Distributive education	Mechanic 2
General clerical	Stock work 1	Printing	Laborer 1
Research lab tech.	Auto mechanic 2	Bookkeeping	Data tech. 2
Electrical, industrial	Sheet metal 2	Carpentry	Laborer 1
Auto mechanic	Laborer 1	Business education	Janitor 1
Distributive education	Machine operator 1	Drafting	Shipping clerk 1
Food trades	Parcel sorter 1	Commercial art	Machine operator 1
Bookkeeping	Shipping clerk 1	Business education	Truck driver 1

TABLE 3.5 COMPARISON OF VOCATIONAL CURRICULUM STUDIED AND TITLE OF JOB PRESENTLY HELD BY 100 RANDOMLY SELECTED BLACK MALE GRADUATES EMPLOYED OUT OF THEIR FIELD OF STUDY. Rated unskilled or semi-skilled (1); Rated skilled (2); Rated trainee (3); and rated not classifiable (4).

employed in the field for which trained), they are most likely to find jobs at the unskilled or semi-skilled level which probably could have been obtained without vocational education.

The conclusion is not limited to blacks. It applies to all vocational graduates who are not employed in the field for which trained. The great majority hold down unskilled or semi-skilled jobs which require no vocational education. This points up what we have been emphasizing right along. Vocational education must adopt the objective of continuous improvement in the percentage of graduates placed into the field for which trained. Otherwise, the graduates will go out by the same door they came in, namely without an occupational skill and headed for an unskilled or semi-skilled job.

The findings raise serious questions about vocational education as a major supplier of skilled manpower.

SOME QUESTIONS IN NEED OF ANSWERS

1. Is the present system of states reporting followup survey information adequate for tracking the post-school status of minority group vocational graduates?

2. If not, how is it possible to evaluate the effectiveness of vocational education for minority group graduates?

3. Should schools be required to disclose followup survey information from past graduating classes to would-be vocational program graduates? Should such information be provided by curriculum with a breakout of minority group performance?

4. What implications does the Pennsylvania followup survey data have for expanding the role of blacks in vocational education?

5. What are the contributing causes for the low level of vocational program effectivenss for black students?

CONFERENCE RECOMMENDATIONS AND RESOLUTIONS

CONFERENCE RECOMMENDATIONS AND RESOLUTIONS

The following resolutions and recommendations were introduced at the National Conference for Increasing the Participation of Black Americans in Vocational Education. These items emanated from the resolutions and planning committee, small group sessions, and the floor.

Because many of the resolutions and recommendations were repetitive and overlapping, the editors have attempted to consolidate them and eliminate duplications. However, none were eliminated arbitrarily. Therefore, the following listings represent a compilation of the views expressed by the various individuals and groups:

BE IT RESOLVED that the National Conference on Increasing the Participation of Black Americans in Vocational Education become a permanent annual forum for debating issues, developing strategies, and sharing of information for the common good of all involved.

THAT a major focus of the Conference center on career education beginning at the pre-kindergarten level and continuing through elementary, middle schools, junior and senior high and post-secondary.

THAT the results of the resolutions and recommendations passed at the 1977 Conference be identified with progress reports being made at the 1978 Conference on those that have been successfully implemented.

THAT the recognized planning committee develop a statement of purpose as well as a statement of goals to be presented during the 1978 Conference.

WHEREAS strong leadership needs to be rendered to keep alive what was begun at the National Conference, be it resolved that Dr. Alan Sheppard

take the leadership in continuing the involvement of blacks in vocational education by developing a system for such involvement by:

1. developing, expanding, and maintaining a list of individuals who are interested in increasing the participation of blacks in vocational education.

2. sending our a survey to determine

   a. what structure the organization should take

   b. activities the organization should take

   c. what should be the nature of the membership

   d. should there be a membership fee. How much?

   e. what are specific needs of individuals

   f. what are the issues the organization should deal with

WHEREAS, this Conference on Increasing the Participation of Black Americans in Vocational Education, finding the Office for Civil Rights is effectively handicapped in discharging its legal obligation in seeking compliance with Title VI and other related legal mandates; but also realizing that the office is operating under severe financial constraints and being under-staffed. These conditions have led to a lack of enforcement on the part of the Office for Civil Rights of the letter and the spirit of the law.

THEREFORE, be it resolved that Congress provide funding to the Office for Civil Rights for purposes of staffing the National and Regional Offices to insure equality of opportunity in vocational education to groups for which the protection of the law was intended.

FURTHER, be it resolved that effective liaison be established by the Office of Civil Rights involving federal, state, and local agencies in order

to effectuate compliance with Title VI of the Civil Rights Act of 1964 and other legal mandates.

FURTHER, still be it resolved that the Office for Civil Rights be required to seek the termination of federal financial assistance to any vocational education institution which has been found to be operating in violation of the law and has refused to take corrective actions as required by law.

FINALLY, be it resolved that the project director for this Conference send copies of this resolution to all members of the Black Caucus of the U.S. Congress. In addition, to all participants of this Conference with a request that they each send a copy to their respective congressional representative.

BE IT RESOLVED that any resolutions relevant to specific divisions with the American Vocational Association be sent to that division with recommendations for adoption and/or inclusion.

BE IT RESOLVED that we return to our communities and make black students aware of the full range of options available to them including the more highly technical and sophisticated occupational areas and especially encourage black students to participate in youth leadership organizations.

BE IT RESOLVED that the participants at this Conference become actively involved in the evaluation and monitoring of the legislation, especially the 20% set aside for the disadvantaged on the local, county, state, regional and national levels.

BE IT RESOLVED that blacks who attended this conference be encouraged to attend the 71st annual AVA conference in Atlantic City, Friday, December 2, 1977, to Wednesday, December 7, 1977,

1. to attend executive committee meetings,

2. to actively be involved in various committees,

3. to submit articles for publication in AVA Journal,

4. to speak at various sessions,

5. to attend special dinner for Dr. Turner and others.

BE IT RESOLVED that blacks attending this Conference be encouraged to join local, state, and national associations.

BE IT RESOLVED that

1. Teacher education institutions with programs for the preparation of guidance counselors take positive steps to include in the curricula such courses that will give special emphasis to vocational education.

2. Predominantly black institutions of higher learning take a new and intensive look at their present missions and, where necessary, include in their mission statements positive commitments to the preparation of students for effective leadership in vocational education.

3. The federal government, private foundations, and other agencies make it possible (financially) for the production of educational materials (i.e., 16mm films, slides, tapes, etc.) that would show the positive side of vocational education.

4. Such educational materials mentioned in Resolution 3 above be disseminated in the black communities through schools, churches, and other agencies.

5. Early in life black children be exposed to all phases of the working world and be given the opportunity to observe successful black adults at work in their respective vocations.

BE IT RESOLVED that Dr. Sheppard convene the Planning Committee for this Conference to work with him and his staff to implement the content and intent of the resolutions--as soon as possible.

WHEREAS, such fine courtesy and hospitality have been extended to the Conference participants by VPI&SU's administration, faculty, staff and students,

BE IT THEREFORE RESOLVED that a letter be sent to the following individuals in regard to this hospitality:

Dean Karl Hereford
College of Education
VPI&SU

Dr. William Flowers
Director, Donaldson Brown Continuing Education Center
VPI&SU

President William Lavery
VPI&SU

Dr. Dan Vogler, Director
Division of Vocational and Technical Education

Dr. Richard Harshberger
Associate Director of Programming
Donaldson Brown Continuing Education Center
VPI&SU

Mr. Robert Holt
Supervisor of Food Services
CEC
VPI&SU

Ms. Mary Hill
Conference Aide
CEC
VPI&SU

Mr. Robert Muse
Donaldson Brown Continuing Education Center
VPI&SU

Project BIVE Staff

Recommendations:

Dr. Sheppard explore the possibility of a National Commission of Vocational Education for Black Concerns.

Identify a group of black educators who would be identified as a "critique" committee (national level). The purpose of this would be to critique, analyse, and make recommendation on current and future legislation that have impact on blacks in the field of vocational education.

Identify a group of black sociologists and economists whose task would be to review the recommendation developed by critiquers and validate same, testing them under existing societal, sociological, and economical conditions.

Identify a group of black politicians whose task would be to provide input on the political climate as it relates to proposed recommendations.

Seek presidential approval of this concept, which would include making it official and providing operational guidelines.

The purpose of this,plan is to increase the level and impact of blacks in future vocational education programs by providing expertise based upon research and other background that can be used by policy makers and administrators whose decisions affect the efforts of blacks who are seeking to satisfy their sociological and economical goals through participation in vocational education.

These committees should begin operating at once by critiquing the proposed economic stimulus package.

Administrators, counselors educators involved in vocational education should consider the United States Navy of today and the opportunities it affords minority youth particularly in vocational education. Vocational

education in the Navy is highly sophisticated, provides skills which insure well paying jobs in civilian life, and ranks with the best education in the world.

That more county and local school level personnel (teachers, county curriculum supervisors, vocational directors) be invited to participate in the second National Conference on Increasing the Participation of Black Americans in Vocational Education.

That more emphasis be placed nationally on the career education concept in the K through post-secondary programs so that students may be able to explore and receive information on many occupations and make intelligent decisions on his own based on training and experience.

That increased counseling services by vocational counselors, teachers of vocational programs, or occupational specialists should be employed.

That strategies for identifying, recruiting, and retaining black Americans in vocational education be further explored. Suggestion: identify a specific problem and state strategies for solution.

That a series of workshops, seminars and forums be sponsored by (a) the U.S. Office of Education, (b) professional organizations like AVA, NVGA and APGA, and (c) regional State and Local Education Departments and Boards to examine Guidance and Counseling Implications for Increasing the Participation of Black Americans in Vocational Education.

That opportunity be provided to examine the role of the counselor in vocational and other education programs and training models and approaches for preparing counselors to be more effective.

That opportunity be provided at each workshop, seminar and/or forum to exchange vocational guidance and counseling ideas and materials that

increased the effectiveness of vocational and other educational experiences for blacks.

Resolution and Recommendations Committee

Charles F. Nichols, Chairman
Executive Director of Vocational Education
Minneapolis School System

Angie Grace
Program Officer
Texas State Advisory Council on
Vocational Education

Vincent Payne
Chairman, Industrial Arts and Vocational
Industrial Education Department
Virginia State College

Floyd Bass
Director of Black Studies
University of Connecticut

V. Wendall Hylton
Special Assistant to State Superintendent
Office of Educational Equality
Virginia State Department of Education

Mary Sims
Teacher of Home Economics
Statham, Georgia

Cecil Strickland
Assistant Professor
Prairie View A&M College

John W. Handy
Academic Dean
Hampton Institute

Jack P. Neal, Jr.
Chief, Instructional Systems Training
Branch
Quarter Masters School
Fort Lee, Virginia

Theressa A. Sams
Center for Career Studies
California State University
Long Beach

Richard A. Macer
Assistant Director
Vocational Education
Special Needs Service
Ohio Department of
Education

EVALUATION AND ANALYSES OF RESULTS

CONFERENCE FREE RESPONSE ANALYSIS

Conference participants reacted to the conference program by writing their narrative comments to four open-ended questions. Numerous comments and statements were made. These comments and statements are summarized and listed below:

1. What did you hope to get out of the conference?

Endorsement of business ownership as a viable part of total vocational education program.

Directions for black recruitment.

How I can effectively help at the state level to encourage high officials that blacks should be more involved in the process.

More specific ideas to encourage students to enroll in vocational education technical careers and not look at it as a "cop-out" program.

A broadened perspective of issues and concerns relative to black participation in vocational education.

Specific ways of implementing strategies relative to black participation in vocational education.

Reaffirmation of faith.

I wanted to examine the philosophy of other people involved in vocational education in an effort to determine if the philosophy that they held coincided with mine.

Means of increasing participation at the local level as well as nationally.

The same as received.

Strategies, new approaches and directions of blacks in vocational education.

New ideals and stimulating interaction with other individuals.

Guidelines for increasing the participation of black Americans in vocational education.

To receive as well as contribute to developing methods of involving blacks in vocational education.

Ideas on how to recruit and keep blacks in vocational education.

Strategies to help solve local problems related to P.B.A.V.E.

Ideas, conceptions, perceptions, strategies for a positive change for black impetus in the vocational education arena.

Information.

Techniques of getting my people a slice of the pie.

Ideas from other states regarding what's being done to increase black participation in vocational education.

Researchable issues that can be formulated into research proposals to initiate greater involvement and impact of blacks at all levels in vocational education.

New and useful materials.

Some ideas on the status of vocational education in nation's education system, interaction and insight for educators in vocational education, ideas on how minority business enterprise relates to vocational education.

Interaction which, I feel, automatically motivates those who have real and total dedication to vocational education.

Better exposure to black leaders strategies for leadership development.

Interaction and philosophical direction.

Discover the actors in the field.

An overview of major common problems/barriers of and probable solutions and or strategies that lend themselves to significantly increasing the participation of blacks in vocational education.

Ways and means to help my school and district-state more aware of the need of making individuals feel that education is everybody's job, not just a few decision makers.

Exchange of ideas.

Utilization of human resources.

Awareness of black involvement.

Better informed on the challenges and opportunities of black participation in vocational education.

To cover all the areas possible in the concrete and abstract sense.

Developing a black agenda for a five year plan for future meetings.

To get a picture of the number of blacks in vocational education nationally (leadership positions) and to interact with these people.

2. What suggestions do you have for the subject matter of a future, similar conference?

Use the established roster, send letters to the people prior to the dates of the conference and request information for the agenda.

A session on the process for legislative involvement and/or input by individuals and groups.

Perhaps focus in on a particular problem, i.e., training, placement and/or recruitment.

Participation of big business and industry, also more parents and students.

Certification needs.

Financial aid.

Report or follow-up of end results of this conference efforts.

Include more grass root groups.

Similar agenda.

More workshop and audience participation.

Concentration on student needs since they are the primary reason for our being.

More discussions on minority business interprise as it relates to vocational education, how curricular in vocational education can utilize resources in business and industry sectors to help change image of vocational education.

Evaluation of vocational education effectiveness for blacks.

Continue to address this issue until a noticable change can be seen.

Further clarification of strategies, policy statement formation.

More emphasis should be placed on what public and private industry is doing to help increase black participation in vocational education.

How to serve the disadvantaged and the handicapped black student with the assumption that additional support is required.

Look at the industrial complex in terms of their identified future needs for the 1980's, 1990's.

More direct ways of getting students involved.

More student participation.

Strategies for implementation.

Follow-up..."Let the ball roll" toward PBAVE, but eliminate (so called) figure heads.

Establishing central resource center.

How to develop and follow-through on strategies to operate effectively within the system.

I believe that we should deal with the topics already identified. If we can effectively deal with those we will have accomplished a great deal.

More focus on business ownership and management. (Career awareness concepts and skills needed).

Secondary and college students of vocational education be invited to next conference to relate their view of vocational education, secure a cross-section of major vocational education students and not one major area.

How whites and blacks can work together to achieve vocational goals.

Student attitude and recruitment.

Since there is no problem of drawing people into the vocational education programs, we need to really look into ways of insuring that they are employed in the area of their training after they complete the programs.

3. What use, if any, do you plan to make of the information from this conference?

Sponsor a state conference for Louisiana EPDA funds.

Development and application of the final information and recommendation of this conference.

I plan to try to get the state power structure to give consideration beyond what has been done in previous years to including blacks in that power structure.

Try to disseminate information received to blacks at local level.

The real value of the information gained is intangible but will influence my decisions in planning and implementing programs in vocational education for blacks.

I plan to share what I have learned with my director and fellow staff.

To develop a grass root level of participation to first improve the image of vocational education in the eyes of black students.

To promote, where and when possible, positive images toward vocational education.

Share all information gained with the city advisory council, school board, total division of career education and teachers.

Undecided at this moment.

I plan to seek answers as to how we can change the make-up of our industrial arts advisory council in my state which is lilly white.

Prepare a newsletter and handout to interested community personnel and/or any others.

Report to state special needs organization's board.

Evaluate my own situation and make changes as needed.

Use information with planning group of other staff persons interested in the educational quality of minority/disadvantaged persons.

Professional growth.

4. Additional comments and/or suggestions.

Hats off to Dr. Sheppard and his staff for a job well done.

Future annual conferences are badly needed.

Now that we have made a beginning we need not present gripes and faults at the next conference. We can address issues using research, legislation, civil rights status reports was well as motivational presentations by outstanding and articulate black leaders.

Time element, limitations on speakers would provide for audience participation.

Recommend that project director and planning staff for first annual conference be continued for second annual conference.

I've never had the pleasure of sharing and receiving so much knowledge from so many states. I did my best to get a four sectional view of vocational education and I appreciate people like Alan for making this possible. It was and will always be one of my most rewarding experiences I'll long cherish and remember.

Harland was exceptionally good.

This was an excellent venture and the resolutions for an annual conference is my sentiment. Involve me in any way that I can be useful.

I would like to see all state directors of vocational education get a copy of proceedings even though many found it "impossible" to attend.

An excellent effort and conglomeration of ideas were strongly evidenced here.

Keep up the good works, more of the same needed.

Involvement of black undergraduates.

Consider holding the next conference at a black institution.

A conference such as this is necessary on an annual basis.

Follow-up session at AVA conventions.

The availability of taped and recorded copies of sessions is needed.

Continue as an organization.

It was a great conference. Try to involve more whites in future conferences.

Should be a national priority stemming from this.

Do it again.

Suggest development of central clearing house for job availability and personnel availability seeking blacks.

SAMPLE LETTERS

CHAIRMAN
Mrs. Dorothy R. Robinson
Palestine

VICE CHAIRMAN
Bill Elkins
Dallas

THE ADVISORY COUNCIL FOR TECHNICAL–VOCATIONAL EDUCATION
IN TEXAS

(Advisory Council to the State Board of Education)
P.O. Box 1886
Austin, Texas 78767

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E. D. Redding
Houston

S. Don Rogers
Austin

Milton J. Schiller
Waco

Marcos A. Vann
Fort Worth

Mario Yzaguirre
Brownsville

March 21, 1977

Dr. N. Alan Sheppard
Associate Professor
Vocational Technical Education
VPI&SU
Blacksburg, Virginia 24066

Dear Alan:

I appreciated the opportunity of participating in the conference, "Increasing the Participation of Black Americans in Vocational Education," March 13-16, 1977. It was a pleasure to have served on the Recommendations and Resolutions Committee.

I would like to commend you and your staff for planning so well a very timely and worthwhile discussion in such a delightful atmosphere. I can truthfully say, it was a job well done.

Some of the highlights of which I would like to receive tapes or transcriptions were addresses given by Elizabeth Koontz; Harland Randolph; and Reggie Petty. I realize there is still much to be done in order to have the proceedings available by June; however, there were those participants whom I would like to hear again very soon, if possible.

I look forward to bigger and better happenings for "Blacks" in vocational education in the near future.

If I can assist you further, please do not hesitate to call on me.

Sincerely,

Angie

Angie Grace
Program Officer

AG:kdw

PURPOSE: "To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."

University of Pittsburgh

SCHOOL OF EDUCATION
Vocational Education

2604 C. L.

March 7, 1977

Dr. N. Alan Sheppard
Project Director
Virginia Polytechnic Institute and State University
Division of Vocational & Technical Education
Blacksburg, Virginia 24061

Dear Dr. Sheppard:

I want to extend my congratulations to you on the National Conference which you and Dr. Rayford L. Harris are providing leadership for. The problem of increasing the participation of black administrators in Vocational Education is a critical one. Too few individuals are aware of the many factors which impact on blacks as they relate to the world of work and particularly to Vocational Education. Your leadership in this area cannot help but move us closer to a solution to this monumental problem.

I regret that I cannot be with you to share the experience of this conference. As I indicated to you, my schedule away from campus as well as on campus has been an extremely heavy one.

Best wishes for a successful conference.

Sincerely,

Rutherford E. Lockette, Jr.
Rutherford E. Lockette
Director
Vocational Education Programs

REL:lj

cc: Dr. Rayford L. Harris

DETROIT PUBLIC SCHOOLS

WORLD OF WORK EDUCATION
HOME ECONOMICS AND INDUSTRIAL EDUCATION
MELVIN C. KAVIEFF, PRINCIPAL IN CHARGE

A UNIT OF THE
DEPARTMENT OF CURRICULUM
DEVELOPMENT AND SERVICES
ELMER W. McDAID, ASSISTANT SUPERINTENDENT

5057 WOODWARD DETROIT, MICHIGAN 48202

PHONE (313) 494-~~1650~~ 1660

March 17, 1977

Dr. Alan Sheppard
Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Dear Dr. Sheppard:

It would be an easy out for me to simply applaud the fine work of those who planned and convened the BIVE Conference in Blacksburg, Virginia, March 13-16, 1977. But I think that is not enough. I am offering my assistance in whatever way that will be helpful to the various staff(s) and committee(s) associated with BIVE to do further work.

Lest you failed to get the majority perceptions of the conference, be assured that expressions made over and over by the participants reinforced that it was a good one. Although the conference ended at Wednesday noon, many of the conferees were still interacting about it until the larger groups dispersed in Washington, D. C. going their separate ways.

Realizing the awesome task that attends pulling together the recommendations, resolutions and proceedings in general, I am in sympathy with you and your limited staff. If it is of any comfort as well as motivation to get the task completed, I will again iterate, you did a mammoth job and it was excellent.

Thanks again for converting a really good idea into reality.

Yours Sincerely,

Ethel

Dr. Ethel Washington, Supervisor
Home Economics Education

EW/ls

LOUIS D. MONACEL, ASSISTANT SUPERINTENDENT
NORMAN V. FUQUA, DEPUTY SUPERINTENDENT, DIVISION OF EDUCATIONAL SERVICES
AUBREY V. McCUTCHEON, JR., EXECUTIVE DEPUTY SUPERINTENDENT
ARTHUR JEFFERSON, GENERAL SUPERINTENDENT OF SCHOOLS

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

OFFICE OF THE DEAN (703) 951-6426

March 16, 1977

Dr. Alan Sheppard
218 Lane Hall
Campus

Dear Alan:

You did yourself and all of us proud with the National Conference on Increasing the Participation of Black Americans in Vocational Education. The message came through loud and clear. Truly, you've made a bit of history right here in Blacksburg.

Sincerely,

/Karl Hereford

Karl T. Hereford, Dean
College of Education

KTH/aad

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

March 21, 1977

Dr. Alan Sheppard
U.P.I. and SU
College of Education
Division of Vocational and Technical Ed.
Blacksburg, Va. 24061

Dear Alan,

Thanks for a very exciting experience at the Conference on Increasing Participation of Blacks in Vocational Education. I enjoyed the speakers, the panelists and the workshops. I never realized how many friends and co-workers I have known until I saw many of them gathered at Blacksburg. It was an exciting four days.

Sincerely,

Lucille Thrane
Associate Director
Resource Development

LT/tad

EXTENSION DIVISION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

OFFICE OF THE DEAN

March 17, 1977

Dr. Alan Sheppard
Vocational & Technical Education
2125 Derring Hall
Campus

Dear Alan:

I want to commend you for planning and executing one of the more important conferences to be held in the Donaldson Brown Center this year. The National Conference on Increasing Participation of Black Americans in Vocational Education was a valuable, timely plan. The topic and areas for discussion were ahead of an emerging national emphasis, the audience was dedicated to hard work/study and the purposes were well planned. We hope the group members feel the objectives were achieved as well as we feel they were.

Again, we congratulate you and Dr. Harshberger for your good planning and excellent execution. My only concern is that some of those high level people attending will have learned how effective you are and may want to take you away from us.

Don't forget the follow-up we discussed and some of our mutual friends who will visit here in May.

Yours truly,

William L. Flowers, Jr.
Associate Dean

cr

cc: Dean Hereford
Dr. R. F. Harshberger

An Educational Service of the Virginia Polytechnic Institute and State University, Virginia's Land-Grant University with U. S. Department of Agriculture and Local Governments Cooperating

EVALUATION RESULTS

A. Semantic Differential Evaluation Analysis

1. The meeting rooms were comfortable and appropriate in size and arrangement for the sessions.

Yes					No
(1.3)					
1	2	3	4	5	

2. The topics addressed by the speakers and workshop leaders were useful to me and relevant to my needs.

Yes					No
	(2.0)				
1	2	3	4	5	

3. I was given an opportunity to participate in the discussions at the workshop sessions.

Yes					No
	(2.0)				
1	2	3	4	5	

4. My expectations of the Conference were fulfilled.

Yes					No
	(2.3)				
1	2	3	4	5	

5. Rating of speakers and workshop leaders (where applicable):

a. How do you rate the presentation in General Session #1 by Elizabeth Koontz?

			(4.3)	
1	2	3	4	5
Of No Value				Extremely Valuable

b. How do you rate the luncheon speech by Benjamin Whitten?

			(4.3)	
1	2	3	4	5
Of No Value				Extremely Valuable

c. How do you rate the panel discussion (General Session #2)?

		(3.5)		
1	2	3	4	5
Of No Value				Extremely Valuable

d. How do you rate Workshop A--Strategies in Identifying, Recruiting, and Retaining Black Americans in Vocational Education?

(3.6)

1	2	3	4	5
Of No Value				Extremely Valuable

e. How do you rate Workshop B--Office of Civil Rights Compliance Regulations. . .?

(3.8)

1	2	3	4	5
Of No Value				Extremely Valuable

f. How do you rate Workshop C--Barriers to Employment. . .?

(3.4)

1	2	3	4	5
Of No Value				Extremely Valuable

g. How do you rate Workshop D--Guidance and Counseling. . .?

(3.4)

1	2	3	4	5
Of No Value				Extremely Valuable

h. How do you rate Workshop E--Issues and Strategies Involving Black Leadership at the Various Participatory and/or Organizational Levels in Vocational Education?

(3.8)

1	2	3	4	5
Of No Value				Extremely Valuable

i. How do you rate Workshop F--New Vocational Educational Legislation...?

(4.6)

1	2	3	4	5
Of No Value				Extremely Valuable

j. How do you rate General Session #3, the Panel Discussion?

(4.0)

1	2	3	4	5
Of No Value				Extremely Valuable

k. How do you rate General Session #4--A State Approach to Recruting. . .?

(3.7)

1	2	3	4	5
Of No Value				Extremely Valuable

l. How do you rate the banquet speech by Harland Randolph?

(4.9)

1	2	3	4	5
Of No Value				Extremely Valuable

APPENDICES

APPENDIX A

CONFERENCE PROGRAM

NATIONAL CONFERENCE ON
INCREASING THE PARTICIPATION
OF BLACK AMERICANS IN
VOCATIONAL EDUCATION

Sunday, March 13, 1977

6:00-9:00 PM GENERAL REGISTRATION (Lobby, CEC)

8:00-10:00 PM Wine and Cheese Reception

Monday, March 14, 1977

8:00-10:00 AM GENERAL REGISTRATION (will be continuous through 12 noon)

10:00-11:45 AM GENERAL SESSION #1

Presiding: N. Alan Sheppard
Conference Director

Welcome: The Honorable John N. Dalton
Lieutenant Governor
Commonwealth of Virginia

Mr. Rayford Harris
Virginia State College
Petersburg, Virginia

Dr. Alfred H. Krebs
Vice President for Administration
VPI&SU

Dr. Carl McDaniels
Program Area Leader for
Counseling & Guidance
College of Education
VPI&SU

Dr. Dan Vogler
Director
Division of Vocational and
Technical Education
VPI&SU

Recognition of Special Guests: Mr. Rayford Harris
Virginia State College
and
Assistant Director
Project BIVE

Overview of Conference: N. Alan Sheppard
Conference Director

Introduction of Speaker: Ms. Thelma Lennon
President, National Vocational Guidance Association
and
Director, Pupil Personnel Services
State Department of Public Instruction
North Carolina

Speaker: Ms. Elizabeth D. Koontz
Assistant State Superintendent for Teacher Education
State Department of Public Instruction
(Former Deputy Assistant Secretary of the Women's Bureau, U.S. Department of Labor)

AUDIENCE PARTICIPATION

12:00-1:30 PM LUNCHEON (Dining Room of CEC)

Presiding: N. Alan Sheppard
Conference Director

Speaker: Dr. Benjamin Whitten, President
Large City Directors of Vocational Education
and
Executive Director of Vocational Education
The Baltimore City School System
Baltimore, Maryland

Topic: "Blacks and Vocational Education in an Urban Setting"

Speaker: Dr. Bruce E. Fleming
Director of Black Concerns Staff
U.S. Office of Education
Washington, D.C.

Remarks: Mission and Functions of the Black Concern Staff
U.S. Office of Education

1:30-2:00 PM BREAK

2:00-3:45 PM GENERAL SESSION #2 (Auditorium of CEC)

Presiding: Mr. Rayford Harris
Assistant Director
Project BIVE

Panel Discussion: "The Role of Historically Black Colleges/Universities in Increasing the Participation of Black Americans in Vocational Education"

Moderator: Dr. Grady W. Taylor
Dean
School of Education
Tuskegee Institute

Panel Members: Dr. Arnold Westbrook
Virginia State College

Dr. A. T. Kynard
Prairie View A&M University
Prairie View, Texas

Dr. Andrew Torrance
Provost and Executive Vice President
Tuskegee Institute

Dr. Joe King
Assistant Professor of Education
Department of Industrial Arts and
Industrial Technology
Jackson State University
Mississippi

Dr. Bernard Proctor
Vice-President for Academic Affairs
Cheyney State College
Cheyney, Pennsylvania

AUDIENCE PARTICIPATION

STATE OF THE ART PRESENTATION: "Present Status and Future Prospects of Black Americans in Vocational Education"

Speaker: Dr. Clyde Hall
Chairman
Division of Technical Sciences
Savannah State College
Savannah, Georgia

3:45-4:00 PM REFRESHMENT BREAK

4:00-5:00 PM CONCURRENT WORKSHOP

A (Conference Room A)

"Strategies in Identifying, Recruiting, and Retaining Black Americans in Vocational Education"

Chairperson: Dr. Joseph Moore
Assistant Professor of Education
Norfolk State College

Resource Persons: Dr. Bertran Wallace
Director of Vocational Education
Boston, Massachusetts
(student recruitment)

Dr. Otho Jones
Assistant Superintendent of Career Education
Washington, D.C.
(teacher recruitment)

Ms. Barbara Simmons
Board of Education
Washington, D.C.
(teacher recruitment)

Dr. Addison Hobbs
State Director of Vocational Education
Lansing, Michigan
(state department of education personnel recruitment)

Dr. Preston Royster
Regional Commissioner
U.S.O.E., Region III
Philadelphia, Pennsylvania
(federal level personnel recruitment)

Recorder: Ms. Susie Morgan
Doctoral Student and EPDA Awardee,
VPI&SU

B (Conference Room B)

"Office of Civil Rights Compliance Regulations: Implications for Increasing Black Participation in Vocational Education"

Chairperson: Leon F. Crawley
Virginia State College
Petersburg, Virginia

Resource Person: Ms. Elnora Duncan
Office of Civil Rights
Department of Health, Education, and Welfare
Dallas, Texas

Recorder: Mr. William Wyatt
Doctoral Student and
EPDA Awardee, Vocational Education
VPI&SU

C (Conference Room C)

"Barriers to Employment: Special Focus on Problems of the Black Graduate from a Vocational Training/ Education Program in the Labor Force."

Chairperson: George S. Foster
Norfolk State College
Norfolk, Virginia

Resource Person: Mr. E. T. Kehrer
Southern Area Director
Department of Civil Rights
AFL-CIO
Atlanta, Georgia

Mr. Robert Anderson
National League of Cities and
Manpower
Washington, D.C.

Recorder: Mr. Prince Parham
EPDA Awardee and Doctoral Student
VPI&SU

D (Conference Room E)

"Guidance and Counseling: Implications for Increasing the Participation of Black Americans in Vocational Education"

Chairperson: Ms. Dolores Johns
Division of Vocational and Technical
Education
VPI&SU

Resource Persons: Dr. Laurabeth H. Hicks
Director
Secondary Occupational Planning
and Senior Staff Associate,
Occupational Counseling and
Guidance
Bureau of Occupational and Adult
Education
U.S.O.E.
Washington, D.C.

Ms. Thelma Lennon
President
National Vocational Guidance
Association and
Director
Personnel Services
State Department of Public Instruction
North Carolina

Recorder: Ms. Frances Sherrard
Administrative Assistant
Project BIVE
VPI&SU

E (Conference Room F)

"Issues and Strategies in Involving Black Leadership At the Various Participatory and/or Organizational Levels in Vocational Education"

Chairperson: Mr. George Jones
Staff Member
Project BIVE
VPI&SU

Resource Persons: a)AVA
Dr. Gordon Swanson
President Elect of AVA
Department of Vocational Education
University of Minnesota

b)State Vocational Association
Mr. Fred Singleton
President, Georgia Vocational
Agriculture Teachers' Association
Lincolnton, Georgia

Mr. Malvin Utleye
Executive Secretary, Virginia Vocational Association
Richmond, Virginia

c)Local Level and/or Community
Participation
Dr. Harland Randolph
Author and President, Ed Comment
Washington, D.C.

Recorder: Ms. Margaret Berry
EPDA Fellow
VPI&SU

F (Conference Room G)

"New Vocational Educational Legislation: Implications for Increasing Black Participation in Vocational and Technical Education"

Chairperson: Ms. Norvelle Beatty
Director of United Negro College Fund
Norfolk, Virginia

Resource Persons: Mr. Reggie Petty
Executive Director
National Advisory Council on Vocational Education
Washington, D.C.

Mr. William Young
Bureau of Occupational and Adult Education
U.S. Office of Education
Washington, D.C.

Recorder: Mr. Dan Lyons
EPDA Awardee and Doctoral Student
VPI&SU

Tuesday, March 15, 1977

9:00-10:30 AM GENERAL SESSION #4 (Auditorium of CEC)

Presiding: Mr. Robert Anderson
National League of Cities and Manpower
Washington, D.C.

Panel Discussion: "The Image of Vocational Education: Some Reflections and Perspectives from Students, Parents, Educators and the Business Community"

Moderator: Mr. Rayford Harris
Virginia State College

Panel Members: Ms. Theressa Sams
EPDA Awardee
California State University
Long Beach, California

Ms. Mary Hatwood
President
Virginia Education Association
Richmond, Virginia

Mr. Alvin J. Edwards
Senior Vocational Industrial
Education Major
Virginia State College

Dr. Nathaniel Lee
Director of Community and School
Relations
Richmond Public Schools
Richmond, Virginia

Dr. Harland Randolph
Author and President, Ed Comments
Washington, D.C.

AUDIENCE PARTICIPATION

10:30-10:45 AM — REFRESHMENT BREAK

10:45-12:15 AM — Repeat of Concurrent Workshops A,B,C,D,E,F

12:15 PM — Lunch (individually arranged)

1:30 PM — GENERAL SESSION #4

Presiding: Ms. Maude P. Goldston
State EPDA Coordinator
State Department of Education
Commonwealth of Virginia

SPECIAL PRESENTATION: A State Approach to Recruiting Black Americans in Vocational Education: Strategies and Problems

"The Missouri Strategy" Mr. B.W. Robinson
Assistant Commissioner and
Director of Career and Adult
Education
State Department of Education
Jefferson City, Missouri

"The North Carolina Approach" Russell L. Williams
Division of Occupational
Education
State Department of
Education
Raleigh, North Carolina

SPECIAL RESEARCH REPORT: "A Comparison of Post-School Outcomes for Blacks and Whites in the Same Vocational Program

Presenter: Dr. M. U. Eninger
President
Educational Systems
Research Institute, Inc.
Pittsburg, Pennsylvania

AUDIENCE PARTICIPATION

3:15-3:30 PM REFRESHMENT BREAK

3:30-5:00 PM Repeat of Concurrent Workshops A,B,C,D,E,F,

5:00-6:00 PM OPEN

6:00-8:30 PM Banquet Dinner

Toastmaster: Mr. Charles Nichols
Director of Vocational Education
Minneapolis School System
Minneapolis, Minnesota

Introduction of Speaker: Toastmaster

Speaker: Mystery Guest

Recognition of Special Guests

Wednesday, March 16, 1977

8:30-9:30 AM RECOMMENDATION SESSIONS (Conference Room A,B,C,D,E, F,1/2 Auditorium)

Session I (Conference Room A): "Recruitment Strategies"

Chairman: Dr. Addison Hobbs
State Director for Vocational Education
Lansing, Michigan

Reporter: Dr. Otho Jones
Assistant Superintendent for Career Education
Washington, D.C.

Session II (Conference Room B): "Compliance Regulations and Procedures for Violations of Titles VI and IX"

Chairman: Ms. Elnora Duncan
Office of Civil Rights
Department of Health, Education, and Welfare
Dallas, Texas

Reporter: Dr. Dolores Hunt
Maryland Advisory Board for
Vocational Education
Annapolis, Maryland

Session III (Conference Room C): "Employment"

Chairman: Mr. E. T. Kehrer
Southern Area Director
Department of Civil Rights
AFL-CIO
Atlanta, Georgia

Reporter: Dr. Charles W. Pinckney
Director
Division of Industrial Education and
Technology
Greensboro, North Carolina

Session IV (Conference Room E): "Guidance and Counseling"

Chairman: Dr. Laurabeth H. Hicks
Director
Secondary Occupational Planning
U.S.O.E.
Washington, D.C.

Reporter: Dr. Ira Hicks
Teacher Educator
Division of Agriculture
The Fort Valley State College
Fort Valley, Georgia

Session V (Conference Room F): "Black Involvement in
the Organizational Structure
of Vocational Education"

Chairperson: Dr. Harland Randolph
Author and President, Ed Comment
Washington, D.C.

Reporter: Mrs. Alberta H. Henry
Community Relations Coordinator
Salt Lake City School District
Salt Lake City, Utah

Session VI (Conference Room G): "Legislation"

Chairperson: Dr. William Young
Bureau of Occupational and Adult Education
Washington, D.C.

Reporter: Miss Theressa A. Sams
Center for Career Studies
California State University
Long Beach, California

9:30-10:00 AM REFRESHMENT BREAK

Resolutions and Recommendations Committee Meeting
(Conference Room D)

10:00-11:00 AM GENERAL SESSION #5

Presiding: N. Alan Sheppard
Conference Director

Introduction of Speaker: Dr. Preston Royster
Commissioner of Education
Region III
Philadelphia, Pennsylvania

Speaker: U.S. Commissioner of Education
Washington, D.C.

AUDIENCE PARTICIPATION

11:00-12:00 AM Resolution and Recommendations Committee Report on the Black Agenda for Vocational Education

Chairperson: Mr. Charles Nichols
Director of Vocational Education
Minneapolis School System

AUDIENCE PARTICIPATION

12:00 Noon "What has Happened? Where do we go from Here?

Mr. Reginald Petty
Executive Director
National Advisory Council on Vocational Education

Dr. William Young
Project Officer
Bureau of Occupational and Adult Education
U.S. Office of Education

Dr. N. Alan Sheppard
Conference Director

12:30 PM CONFERENCE ADJOURNS

CONFERENCE PLANNING COMMITTEE

Mr. Robert Anderson
National League of Cities and Manpower

Dr. Gene Bottoms
American Vocational Association

Mr. Joseph Dzurenda
U.S. Office of Education

Ms. Carol Gibson
National Urban League

Ms. Maude P. Goldston
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Ms. Phyllis McClure
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Mr. Charles Nichols
Minneapolis School System

Mr. Reginald E. Petty
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Mrs. Mary Sims
Statham, Georgia High School

Dr. Grady Taylor
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Dr. Jack Tirrell
American Association of Community and Junior Colleges

Dr. William Young
U.S. Office of Education

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(BIVE=Black Involvement in Vocational Education)

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Ms. Janet Jones
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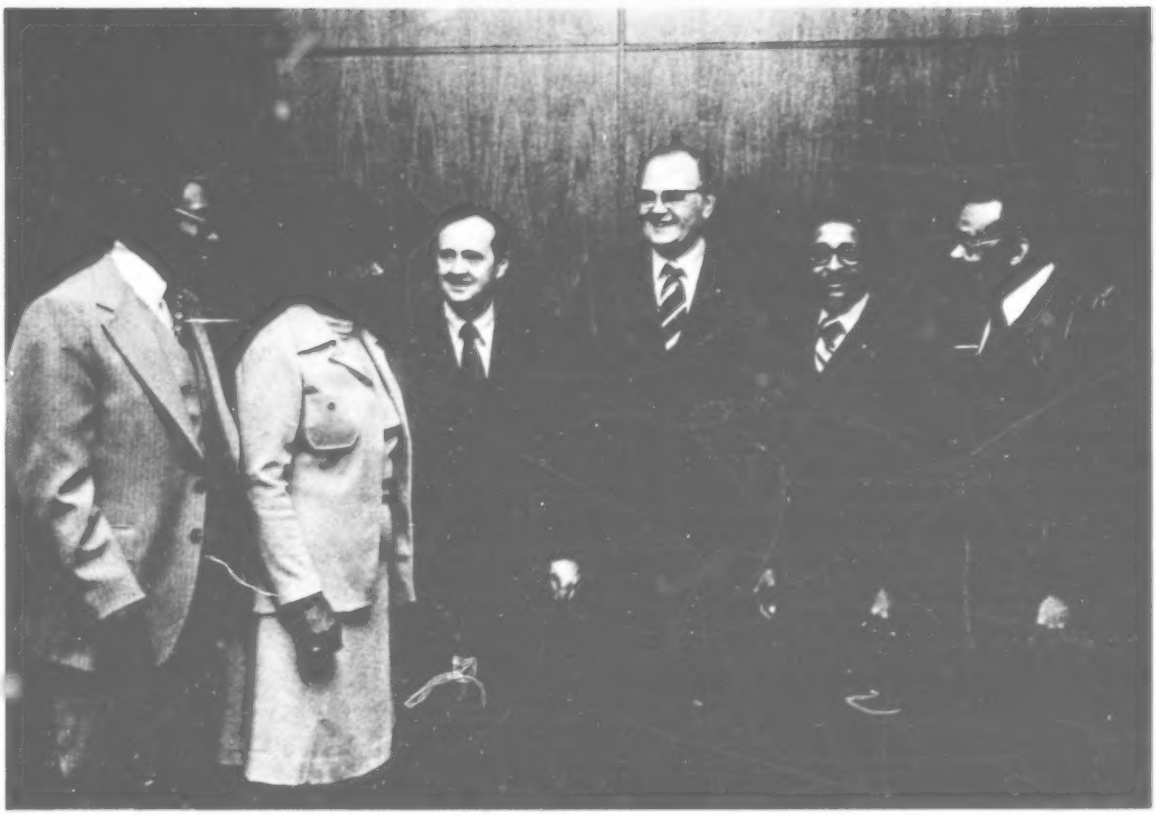

VOCATIONAL EDUCATION -- At the opening of the conference (from left) N. Alan Sheppard, associate professor of education and director of the conference welcomes Elizabeth D. Koontz, assistant state superintendent for teacher education in North Carolina; Virginia Lt. Gov. John N. Dalton; Gordon Swanson, president-elect of the American Vocational Association, from the University of Minnesota; Rayford Harris, assistant director of the Project from Virginia State College and Reggie Petty, executive director of the National Advisory Council on Vocational Education.

ALAN SHEPPARD PRESIDING

OVER OPENING SESSION

Seated (left to right): Dr. Alfred Krebs; Dr. Carl McDaniels; Dr. Dan Vogler; Mr. Rayford Harris; Lieutenant Governor John Dalton; Ms. Elizabeth Koontz, Keynote Speaker and Ass't. Supt. for Teacher Education, North Carolina; and Ms. Thelma Lennon, President of the National Vocational Guidance Association.

INFORMAL CONVERSATIONS PRIOR

TO LUNCHEON MEETING

Luncheon Speaker, Dr. Benjamin Whitten (immediate left). President of Large City Vocational Education, Baltimore City School System, Baltimore, Maryland.

WORKSHOP SESSION ON IDENTIFYING, RECRUITING, AND

RETAINING BLACK AMERICANS IN VOCATIONAL EDUCATION

Left to right: Dr. Preston Royster, Regional III Commissioner of Education; Ms. Barbara Simmons, Board of Education, Washington, D.C.; Dr. Addison Hobbs, State Director of Vocational Education, Michigan; Mr. Bertran F. Wallace, Assoc. Supt. of Vocational Education, Boston City School System, Massachusetts.

WORKSHOP SESSION ON THE NEW

VOCATIONAL EDUCATION LEGISLATION

Conducted by Reggie Petty, Executive Director of NACVE and Dr. William Young (far right), Special Assistant to the Deputy Director, Bureau of Occupational & Adult Education, U.S.O.E.

PANEL DISCUSSION -- Mary Hatwood, (center) president of the Virginia Education Association speaks on the image of vocational education during a panel discussion with (left) Rayford Harris, Virginia State College and Alvin J. Edwards, a senior in vocational industrial education at Virginia State.

WELCOMING THE SPEAKERS -- Speakers at the banquet session of the conference (from left) Reggie Petty, executive director of the National Advisory Council on Vocational Education and Harland Randolph, author and president of Ed Comments, a Washington, D.C. consulting firm, is William C. Flowers Jr., associate dean of the Extension Division and director of the Donaldson Brown Center for Continuing Education.

CLOSING SESSION -- Summing up the conference as (from left) Rayford Harris, Virginia State College, watches, acting commissioner of education William C. Pierce is thanked by Preston Royster, regional commission for the Office of Education's Region III, as N. Alan Sheppard, director of the Project Black Involvement in Vocational Education and conference coordinator, smiles.

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APPENDIX D

April 4, 1977

VIRGINIA TECH NEWS SERVICES
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, BLACKSBURG, VA. 24061/PH. (703) 951-6347

BLACKSBURG, Va.--Vocational education has an image. What that image is and how it has altered to affect students in the black community, dominated much of the discussion at a national conference on "Increasing the Participation of Black America in Vocational Education" at Virginia Tech.

The participants gathered because they felt that black Americans are not gaining the full benefits of vocational education.

"Vocational education has been used as a way to shunt blacks off from the track leading to post-secondary opportunities and onto the track leading to dead-end, low-pay, low-status jobs," said N. Alan Sheppard, conference director as well as coordinator of Project Black Involvement in Vocational Education (BIVE), a year-long project of which the conference was the major component.

Blacks tended also to look down on vocational education. Many students do not want to participate; nor was it the desire of their parents. Teachers and administrators are not getting into leadership positions in vocational education to direct policy.

The major result of the conference was to recommend ways to overcome these concerns.

-more-

National Conference Spotlights Blacks

Rep. Willicam L. Clay (D-Mo.), a member of the House of Representatives labor committee will be the 6 p.m. banquet speaker Tuesday, during the first national conference on increasing participation of black Americans in vocational education.

The conference at Tech's Donaldson Brown Center for Continuing Education begins Sunday, and continues through Thursday.

It will mark the first time that national leaders in vocational education, including representatives from the National Urban League and the NAACP, have gathered to discuss the subject of blacks in vocational education.

One of the recognized civil rights lawyers in the country, Al Hamlin of the Department of Health, Education and Welfare, will discuss civil rights compliance regulations.

Also appearing at the same time during a workshop on new vocational educational legislation will be Reggie Petty of Washington, executive director of the National Advisory Council on Vocational Education.

Elizabeth Koontz, former head of the U. S. Department of Labor's Women's Bureau and new assistant state superintendent for teacher education for North Carolina, will give the keynote address at the 10 a.m. session Monday.

COLLEGIATE TIMES

March 11, 1977

Education Official Calls For Commitment to Blacks

By SUSAN LOVING
Staff Writer

Elizabeth Koontz has a rule of thumb for determining whether there are enough blacks in an organization. "If you know them all, that's not enough, that's token-(ism)," she told an audience at Virginia Tech Monday.

Koontz, who is assistant state superintendent for teacher education, spoke as part of a national conference on increasing the participation of blacks in vocational education.

"The people who can do the most about this subject happens to be white," Koontz remarked to her predominantly black audience.

To draw more blacks into vocational education, there has to be an honest desire on the part of the people involved to accomplish this goal, she said.

Affirmative action plans must be enforced, to eliminate discrimination on the basis of race or sex. Black females, she noted, have not even broken into the ranks of the traditional female jobs, such as secretarial work.

We should aim for a situation in which everyone is free to find his or her level in the job market, Koontz said. "Let it be a matter of choice," she suggested.

In the past, there has been a pattern of blacks being squeezed out of jobs when they began to pay well, Koontz said. When they were slaves, she observed, there were many skilled blacks, including blacksmiths, lumberjacks, farmers, gardeners and child nurses. However, "They were not paid for their work," Koontz said, "they had no choice."

As jobs such as waiting on tables and being a barber began to pay better, they were filled by whites, and blacks began to be forced out, she said.

Now, the term "vocational education" has to be redefined for many blacks, she contended. It will take a good public relations effort, she explained, to erase the stigma of some jobs being classified as "black folks' jobs."

Blacks must also have role models to follow, she said. They must not only be visible in decision-making jobs, but also have the authority that goes along with such positions, and not be merely token 'window-dressing.'

Persons teaching young blacks must have a understanding of black culture and its effects, Koontz asserted. Blacks face peer pressure against being serious about obtaining an education and training, she explained, and often pretend not to care, since trying is accompanied by the possibility of failing.

Blacks must be given th chance to fail and "make stupi mistakes," as others are without having peopl generalize about how all black

KOONTZ SPEAKS
'Blacks Squeezed Out'

will perform, Koontz added.

Finally, there must be a lon term commitment to encoura blacks to enter vocation education and assure jobs w be available for skilled worke she concluded.

BLACKSBURG SUN

March 16, 1977

Enhancing Blacks' Opinions of Voc Ed

The negative image of vocational education was an issue pinpointed in discussion at the National Conference on Increasing the Participation of Black America in Vocational Education, held March 13-16 in Blacksburg, Va.

The conference was sponsored by Project Black Involvement in Vocational Education (BIVE), in cooperation with the Virginia Polytechnic Institute and State University and the Virginia State Department of Education.

Conference participants expressed concern for the image of vocational education as a "dumping ground for discipline and other problems," or as a system used to keep blacks in low-paying, dead-end jobs. This negative portrayal is furthered by guidance counselors, many conference participants said.

Several speakers offered suggestions for improving the status of vocational education among blacks. Harland Randolph, president of the Washington, D.C.-based consulting firm, Ed Comments, said that vocational education programs will have a better image if they get more funding, and if they begin to produce more policy makers. N. Alan Sheppard, conference coordinator and head of Project BIVE, concurred with the latter point.

"We need to increase the number of successful black role models in order to let black youth see that it is possible to succeed," he said. "We need to increase black participation at the policy-making situations."

Several speakers emphasized that the purpose of improving the image of vocational education is not to attract blacks away from the professions. Many also cautioned against a definition of vocational courses. Speakers stressed the need for a general education foundation to ensure quality of life.

Another concern at the conference was inadequate enforcement of antidiscrimination legislation. Speakers underscored the importance of affirmative action support if vocational training is to be effective among blacks.

Keynote speaker Elizabeth D. Koontz, assistant state superintendent for teacher education in North Carolina and deputy assistant secretary of the U.S. Department of Labor Women's Bureau, pointed out the need for emotional support during vocational training.

Blacks, she said, have suffered a loss of self-esteem as a result of discrimination. She suggested that vocational education be accompanied by special counseling and personal follow-up.

Further information about the conference may be obtained from Mary Ann H. Johnson, Virginia Tech News Service, VPI and SU, Blacksburg, Va., 24061.

Mary Hatwood, president of the Virginia Education Association, appeared on a panel discussing the image of vocational education with Rayford Harris (at left) of Virginia State College and Alvin J. Edwards (at right), a senior at Virginia State, during the recent National Conference on Increasing the Participation of Black America in Vocational Education in Blacksburg, Va.

NOTE

The closing remarks by William Pierce, the banquet adresses by Reg Petty and Harland Randolph will be sent out under separate cover at a later date.